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ABSTRACT

An opinion survey of teachers using an easy-to-read newspaper for new literates attempted to analyze the content of the paper; to trace its history and philosophy; and to find answers for the following questions: Who are the readers? What do teachers like and dislike about "News for You"? How can the newspaper be improved? Of the 287 copies of a specially designed questionnaire mailed, 144 usable ones were returned. About 50% of the readers were teenagers in Special Education. The majority were white and one half were male. All had achieved a third to fifth grade reading level. Teachers asked for more space for job information, budgeting, and health. Twenty-five per cent requested less space for black history; 14% wanted "Dear Mary" a weekly Dear Abby-type columnist to be eliminated. Recommended were: an "editorial balance" in content to meet the needs of diverse readers, and attention to topics of interest to both teachers in Adult Basic Education and Special Education. An extensive bibliography is included. [Not available in hard copy due to marginal legibility of original document.] (NL)

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AN OPINION SURVEY OF TEACHERS USING AN EASY-TO-READ NEWSPAPER IN THE CLASSROOM FOR NEW LITERATES

by

LARRY WAYNE HAYES

AC006 333

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A.A., Hutchinson Junior College, Hutchinson, Kansas, 1963
B.A., Wichita State University, Wichita, Kansas, 1966

ABSTRACT OF THESIS

Submitted in partial fulfillment of the requirements for the degree of Master of Arts in Journalism in the Graduate School of Syracuse University, January, 1970

Approved Robert S. Lambach

Date January 10, 1970

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News For You is a weekly adult newspaper published for new literates on a national basis in Syracuse, New York. Since 1960, it has been used as supplement reading in Adult Basic Education and Special Education classes. Until February, 1969, it was the only newspaper of its kind in the United States.

In 1966, News For You reached a circulation of 101,096. When the newspaper's circulation fell three straight years to 52,569 in 1969, the editor and publisher of News For You voiced serious concern.

The purpose of this thesis was to find out from teachers using the newspaper if it were appropriate for its readers. Answers were sought for the following questions: Who are its readers? What do the teachers like and dislike about News For You? How can the newspaper be improved?

The methodology used in this study was the mail questionnaire. A questionnaire was designed and sent May 21, 1969, to 287 teachers using the newspaper. Out of 287 questionnaires sent to teachers, 150 or 52 per cent were returned; of these, 6 were termed

blank or too incomplete for use, therefore, the final number of useable questionnaires was 144 or 50 per cent. The study also involves a content and picture analysis of News For You.

The thesis examines the scarcity of easy-to-read material for some 10 million adults in the United States who have less than a fourth-grade reading ability. The potential market for easy-to-read periodicals is discussed in terms of the number of students currently enrolled in Adult Basic Education and Special Education classes.

Also examined and traced is the history and philosophy of News For You. Briefly examined is You and Your World, a new easy-to-read newspaper which entered the market in February, 1969.

The questionnaire reveals that the readership of News For You is about 50 per cent teenagers in Special Education. The majority of the readers are white and about half are male. Teachers indicated that more space be devoted in the newspaper for the following subjects: "job information," "budgeting," and "health."

Twenty-five per cent of the teachers indicated "less space" be given to "black history," and 14 per cent indicated "no space" be given to "Dear Mary," a weekly Dear Abby-type columnist.

Reading interests and characteristics of the adult and teenage new literate are also discussed. The new literate in this study is defined as an adult or adolescent with a third to fifth-grade reading level.

A number of recommendations are proposed to improve News For You. The importance of an "editorial balance" in content is emphasized because of the diversity of teenage and adult readership. Topics of interest to both teachers in Adult Basic Education and Special Education are suggested.

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PREFACE

Why a thesis instead of taking the comprehensive exams which are definitely less work? As a former assistant editor of News For You, I felt that there was urgent need for such a study. The newspaper had suffered circulation losses for three straight years, and no one really knew why. Much more than merely fulfilling an academic requirement, the study would be of immediate benefit to the editorial staff of News For You.

Though not claiming to be a definitive analysis of News For You's circulation decline, the study does offer some suggestions which may be of importance not only to News For You, but to any publisher entering the supplement education field for adult new literates. It is also gratifying to believe that this study is unique and the first of its kind. Perhaps the chief

criterion of judging any study is whether it has served a useful function. I have examined News For You closely since the results of my survey were released to the editorial staff of News For You. Gradual changes have taken place: Page 1 and 2 are now entirely U.S. and world news; the amount of black news has decreased in more proportion to the number of black readers; the controversial columnist Dear Mary is receiving less space. In general, the content has tightened up considerably and more emphasis is being placed on providing educational aids for the teacher. The staff is considering publishing a weekly Teacher's Guide for the first time. I take no credit for these changes, but I would like to believe that this study contributed toward these improvements.

No one can fully realize the thousand and two details that enter into the creation of a thesis, unless he has written one himself. "Help," no matter how small, is always appreciated.

The writer wishes to express his thanks to all the people who helped by their counsel or participation in this study.

Special thanks go to Dr. Robert S. Laubach, my advisor. He was never too busy to offer ideas, guidance and encouragement at any time of the day. His organization, Laubach Literacy, Inc., also provided the necessary funds for this study.

I owe a special indebtedness to Mrs. Caroline Blakely, editor of News For You, for her kind help and cooperation.

I mention with special appreciation the following persons for their assistance and cooperation: Richard W. Flint and Thomas J. Mooney, editorial director and managing editor, respectively, of You And Your World; William Jacques, and Robert DiRubbo, director and coordinator, respectively, of Washington Irving Adult Basic Education School, Syracuse, New York, Jack B. Haskins, research professor at Syracuse University, John D. Soileau, education program specialist, U.S. Department of Health, Education, and Welfare, and the staff of ERIC Clearinghouse of Adult Education, Syracuse, New York.

I wish also to express sincere thanks to the members of the thesis committee: Professors Andre

Fontaine, Robert Kerns, and David Norton.

Without question, the biggest "thanks" goes to my wife, Gloria, for her many unselfish hours helping me prepare and type this thesis. Her daily encouragements were priceless and invaluable, to say the least.

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CHAPTER I

THE NEED FOR EASY-TO-READ PERIODICALS

In the United States, it is taken for granted that everyone can read. With education not only available but compulsory for all children, the assumption that everyone who has attended school can read is taken for fact. The truth is that about 11 per cent (10 million) of the adult population of this country has not learned to read up to the fourth-grade level.[1]

Approximately 25 million individuals over the age of 14 have not completed an eighth-grade education. It is estimated that 3 million are totally illiterate. These figures show a serious situation, but they do not tell the whole story. Many people who have technically "completed" the fifth-grade or eighth-grade have not actually acquired a fifth-grade level of reading.[2]

James Pinnock and associates found during a study of illiterates in Alabama that it was quite

[1] Lloyd J. Thompson, Reading Disability (Springfield, Illinois: Charles C. Thomas, 1966), p.ix.

[2] Curriculum Guide to Adult Basic Education-Beginning Level, U.S. Department of Health, Education, and Welfare (Government Printing Press, 1966), p. 3.

common to have a person reporting that he had completed the twelfth-grade and have evidence of proof, but when tested, his reading grade equivalent was between the third and fourth-grade.[3]

The reading problem in the United States is a continual one and not confined to adults. Studies of reading habits of children in the primary and elementary grades indicate that as many as 25 per cent of them may be seriously retarded in reading.[4]

Frank Riessman estimates that among educationally deprived children the reading disability is as high as 50 per cent.[5] "By 1970, it is estimated there may be one deprived child for every two enrolled in schools in America's fourteen largest cities."[6] The deprived child is almost always the poor reader.

The Importance of Reading.-The wide use of television and radio in nearly every home in the United States has not lessened the need for reading.

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[3]James T. Pinnock, et al., Results of an Exploratory Study of Functional Illiterates in Macon County, Alabama (Tuskegee Institute: U.S. Department of Health, Education, and Welfare, 1966), p. 119.

[4]Paul Conrad Berg, "Illiteracy at the Crossroads," Basic Education for the Disadvantaged Adult: Theory and Practice, ed. by Frank W. Lanning and Wesley A. Many (Boston: Houghton Mifflin Company, 1966), p. 47.

[5]Frank Riessman, The Culturally Deprived Child (New York: Harper and Row, 1962), p. 115.

[6]Ibid., p. 1.

> Deliberate study on important issues is relatively impossible from television and radio summaries. Opportunity for re-examination and re-study of issues is out of the question and only through reading can there be a clear grasp of meaning, thoughtful reaction, and integration of knowledge gained.[7]

Reading remains the single most important form of communication available and the most effective tool for continuing one's education. It is the prerequisite of learning.

"The world we live in relies heavily on the written word for communication and information. The news of the day, personal and business affairs, want ads and employment notices, marriage and death announcements, reports on athletic contests and countless other bits of information are available to us through the printed word."[8]

There is no substitute for reading. The person who cannot read and understand often feels isolated, if not alienated, from the world around him.[9]

Aside from outright illiterates, what can people with third to fifth-grade reading ability read?

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[7] Berg, op. cit., p. 48.
[8] Curriculum Guide to Adult Basic Education-Beginning Level, op. cit., pp. 1-2.
[9] Ibid., p. 2.

> ...readability studies show that much of the serious reading published today is above the ninth-grade level of difficulty. So is most of the literature of our cultural heritage.[10]

The reading level of books, magazines and newspapers in this country is too difficult for millions of Americans. Homer Kempfer reported that simpler reading materials were needed for approximately 50 million adults in the United States, and that several million adults are too weak in reading skill to profit even from tabloids.[11]

The Market for Easy-to-Read Periodicals.-If approximately 25 to 50 million people need simpler reading material, why haven't commercial publishers directed easy-to-read periodicals toward this large, untapped market?

The main reason is purchasing power. In general, poor readers are not highly interested in reading. They are usually in the lower income group and have less money to spend to buy periodicals.

Distribution has been another major problem. Until recently, most of the market has not been organ-

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[10]Paul A. Witty, "Campaign Against Illiteracy-A War We Must Win," Basic Education for the Disadvantaged Adult: Theory and Practice, op. cit., p. 62.

[11]Homer Kempfer, "Simpler Reading Materials Needed for 50,000,000 Adults," School Life, May, 1950, p. 115.

ized for mass sale. Publishers have been reluctant to prepare and distribute easy-to-read periodicals for adults of low, reading ability because of the undefined market. However, in the last few years, there has been a rapid increase of students enrolled in Adult Basic Education programs and in Special Education classes, creating a mass, captive audience for supplement reading materials.

Growth of Adult Basic Education.-The problem of the uneducated adult was highlighted during World War II when the Armed Services rejected over 5 million men of 18 to 37 years of age. Those turned down on the grounds of "mental deficiency" totaled 716,000.[12]

The 1960 Bureau of the Census reported that there were 8.3 million persons in the United States age 25 and over with less than 5 years of schooling.[13]

However, little was done for the uneducated adult in America until 1964 when Congress made provisions for Adult Basic Education under Title IIb of the Economic Opportunity Act. This was the first federal effort to help schools teach adults to read, speak properly,

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[12]Eli Ginzberg and Douglas W. Bray, The Uneducated (New York: Columbia University Press, 1953), p. ix.

[13]U.S. Bureau of the Census, Current Population Reports, Series P-23, No.8, "Estimates of Illiteracy, by States: 1960."

write and do arithmetic well enough to qualify for jobs or job training.[14]

In the fiscal year 1965, 37,991 adults, age 18 and over, were enrolled in state adult basic programs. Nineteen states had some form of Adult Basic Education, but the majority of the programs were small. For example, New York state had 134 students enrolled in 1965; Texas and Illinois had none. North Carolina had the largest enrollment of all the states, 17,000.

With appropriations from Congress, the number of students enrolled in state programs increased to 377,660 in 1966. Total number of students enrolled was expected to reach 531, 436 by end of fiscal year 1969.[15] Two southern states, Texas and North Carolina, had more than 50,000 students enrolled in Adult Basic Education programs in 1969.

Growth of Special Education.-Interest in Special Education stems from the findings that children "remain retarded in all other subjects due to inability to read."[16]

With reading disabilities running as high as

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[14]Wayne Otto and David Ford, Teaching Adults to Read (Boston: Houghton Mifflin Company, 1967), pp. 6-7.

[15]Letter with figures of Adult Basic Education enrollment from John D. Soileau, Education Program Specialist, U.S. Department of Health, Education, and Welfare, Office of Education, July 24, 1969. See appendix.

[16]Riessman, op. cit., p. 115.

25 to 50 per cent among children in public schools, a large majority of school systems in the United States today provide some type of Special Education services and well over a million children and young people were being served by such programs in the 1960's.[17]

In 1967-68, there were 2,138,956 students enrolled in various Special Education classes in the public schools. Over a million students were in classes for the speech impaired, and nearly 700,000 pupils were in classes for the mentally retarded.[18] The mentally retarded are considered as those whose IQ is below 80. From 2 to 3 per cent of the total school population will fall into this category.[19] Special public school classes for the mentally retarded have grown from one class in 1893 to 20,000 in the 1960's.[20]

The continual increase of students being enrolled in Special Education and in Adult Basic Education programs has created mass, organized markets for easy-to-read periodicals aimed at the teenager,

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[17]B. R. Gearheart, Administration of Special Education (Springfield, Illinois: Charles C. Thomas, 1967), p.3.

[18]"Estimates of Current Manpower Needs in Education for the Handicapped," Bureau of Education for the Handicapped, U.S. Office of Education, Washington, D.C., December, 1968. See appendix.

[19]Gearheart, op. cit., p. 15.

[20]Ibid.

and for the first time on an organized scale, the adult.

Periodicals for New Literates.-The term, "new literate," as used in this study means "any adult or adolescent who has at some period acquired the basic technique of reading, but who has not yet developed his skill to the point where he can read with speed, fluency, and complete understanding."[21] His reading level is at the third to fifth-grade.

The new literate cannot read "standard" newspapers, magazines, and books. He needs literature published at an intermediate level with writing controls on vocabulary, sentence length, and sentence structure.[22]

Word lists, readability formulas, and a number of other tools developed by research make it possible for periodicals to be written at the intermediate level. Not much is possible below the third-grade level because of the lack of adequate reading vocabularies of the new literates. The third-grade level is the beginning stage of reading where the new literate can begin to read simple English with some degree of fluency and understanding.[23]

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[21]David Manning White and Robert S. Laubach, "Some Editorial Problems of Preparing a Periodical for New Literates," Periodicals for New Literates, No. 22 (Paris: UNESCO, 1957), p. 5.

[22]Ibid.

[23]Robert S. Laubach, Syracuse University journalism lecturer, and executive director of Laubach Literacy, Inc., Syracuse, New York. Class lecture, September, 1968.

The value of the newspaper in learning to read is a long, recognized one. It has been used successfully in numerous foreign countries teaching new literates to read.

One of the first newspapers for new literates was printed by Frank C. Laubach in the 1930's. The paper, called Lanao Progress, had a circulation of around 1,200 and was written for the Moros, a Moslem tribe on the island of Mindanao in the Philippines.[24] Simple words were used and sentences were kept short.

Many developing countries today publish newspapers for new literates including India, Kenya, and Mexico.

> The great value of the newspaper in literacy training is that it creates the reading habit, because it is published regularly and deals with topical and current events. At the same time, through careful selection of content, it can instruct and educate..."[25]

The periodical can, better than any other type of literature, develop the desire and even the craving for reading. Its value, in terms of its psychological role, its content, and its timeliness, demands that it be given an important place in a well integrated

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[24]Frank C. Laubach, founder and President of Laubach Literacy, Inc., Private interview held at his office, Syracuse, July, 1969.

[25]"Simple Reading Materials for Adults: Its Preparation and Use," Manuals on Adult and Youth Education, No. 3 (Paris: UNESCO, 1963), p. 28.

literature program for new literates. It paves the way for the development of reading of standard newspapers.[26]

The newspaper is often one of the first things that a new literate will want to read. "In Israel, there is a special newspaper which has sections of varying difficulty, enabling the new literate as he progresses, to read an even larger amount of the same paper, to which he is encouraged to remain loyal as he improves in reading skill."[27]

The newspaper has been singled out by U.S. educators as a "living textbook," and has been used extensively in the public schools in the last few years to motivate students to read.

Stewart R. Macdonald, executive director of American Newspaper Publishers Association, described the newspaper as a product of the adult world. "It is a slice of life and oriented to reality, not theory. They [newspapers] motivate students to read, observe, gather facts, detect bias, think critically, [and] come to reasoned conclusion through

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[26]White and Laubach, op. cit., p. 6.

[27]Charles Jefferies, Literacy: A World Problem (London: Pall Mall Press, 1967), p. 130.

a medium that will be a student's lifelong companion."[28]

It is estimated that while 50 per cent of the adults who read in the United States say they read no books during a year, 80 per cent are not without their daily press.[29]

Kempfer put the number of newspaper readers in this country at 95 per cent against only 25 per cent who read books and 50 per cent who read magazines.[30]

A survey of reading materials in the homes of 355 new literates revealed that a little over one-third of the homes had either books or magazines while over 60 per cent contained newspapers.[31]

TABLE 1

READING MATERIAL IN 855 HOMES OF NEW LITERATES

Reading Material	Number[a]	Per cent
Newspaper	535	60.4
Books	343	39.3
Magazines	340	38.4

[a]Total is greater than the sample because some items marked more than once.

[28]Stewart E. Macdonald, "Newspaper in Classroom," Post-Standard, Syracuse, New York, July 7, 1969, p. 12.

[29]Daniel Katz, et al. ed., Public Opinion and Propaganda (New York: The Dryden Press, 1954), p. 236.

[30]Kempfer, op. cit., p. 115.

[31]Otto and Ford, op. cit., p. 15.

However, an attempt to read a typical daily newspaper is frustrating for the new literate, for even the headlines may confuse and confound him. Editorials are usually far too complex and even the simplest item may contain more unknown terms than the new adult literate can tolerate. Yet the adult is faced with a need to understand first-hand events that might well affect his future, whether that future be immediate or remote.[32]

Since the newspaper reflects society, it helps give readers a realistic understanding of the problems in America and in the world. It helps the reader keep pace with the rapid changes in our times.

> Before permanent publications can be edited, printed, and found many of the theories, materials, and ideas are obsolete. These factors make the importance of the newspaper even greater in the teaching program...[33]

The Need for a Study of News For You.--A pioneer in its field, News For You was the first weekly adult newspaper written and published in easy English for new literates on a national basis in the United States. The newspaper was written originally in 1959 exclusively

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[32]William D. Sheldon, "What the Teachers' Association Can Do to Help Develop Reading," Literacy Handbook (Washington, D.C.: publishing assistance from UNESCO, 1967), p. 13.

[33]Perry J. Ashley, "Mass Communication and Education," ed. by W. C. Caywood, Jr., Effective Use of Newspapers in the Classroom (Lexington: The University of Kentucky, 1963), p. 3.

or adults in foreign-born classes in Syracuse, New York. Encouraged by its popularity on a local scale among teachers and students, the editor and publisher, Caroline Blakely and Robert S. Laubach, respectively, decided to publish News For You on a nation-wide basis in 1960. The newspaper caught on after a few years and circulation increased gradually to a high of 26,600 in 1964. Circulation shot up to 87,995 in 1965, and reached 101,096 in 1966. However, the circulation dropped the following year to 75,816. In 1968, circulation fell off to 65,065 and fell again to 52,569 in 1969. The editor and publisher voiced concern over the sharp drop in circulation. See TABLE 2.

After a rapid growth in circulation, why the substantial drop in circulation in the last three years? Were the teachers satisfied with the newspaper? Was it suitable for its readers? Who were its readers? These were some of the questions poised by the editor and publisher that lead to this study.

TABLE 2

NEWS FOR YOU CIRCULATION FIGURES, 1960-69[34]

Year	Highest week	Circulation*
1960	Unknown	750
1961	Unknown	5,000
1962	Unknown	8,000
1963	Unknown	14,000
1964	December 31	26,600
1965	December 12	87,995
1966	January 1	101,096
1967	April 7	75,816
1968	February 9	65,065
1969	January 24	52,569

*Highest weekly circulation for year

The writer felt that a study of News For You would be an important and relevant topic for a thesis, and that the information gained would be of practical value to News For You in formulating future editorial policies and objectives. The fact that News For You was the first adult newspaper published for new

[34]Dorothy Aires, circulation manager of News For You. Circulation figures obtained from Mrs. Aires in a private interview held at her office in Syracuse, June, 1969.

literates on a national level also made this study worthwhile.

The writer served on the staff of News For You during 1968-69 as an assistant editor and felt competent to undertake a study of the newspaper.

The following chapter gives a concise history of News For You and explains its objectives and philosophy.

CHAPTER II

HISTORY OF NEWS FOR YOU

Syracuse University School of Journalism in 1952 became the first college in the United States to offer courses in literacy journalism. Frank C. Laubach, a pioneer in Adult Basic Education, was the originator of the graduate program which leads today to a Master of Arts degree in literacy journalism. Students are offered courses in writing for new literates and preparing easy-to-read materials. The courses are taught by Frank's son, Robert S. Laubach.

As part of a class project, students in Laubach's writing course wrote and printed a class newspaper. The newspaper was intended to provide the students experience in preparing and writing a periodical for new literates. However, the newspaper was not distributed or read by new literates.

Mrs. Helen Hewitt, the former director of Adult Basic Education in Syracuse, suggested to Laubach

a need for easy-to-read periodicals for adult new literates in Syracuse. Students in Laubach's class were enthusiastic about the idea. In the spring semester of 1959, an experimental edition of the newspaper was printed and circulated to foreign-born students in adult education classes at Prescott Adult Evening School in Syracuse, New York.[1]

The first issue was dated February 2, 1959, and consisted of one 8½" x 11" page printed on both sides. Two hundred copies of the newspaper were mimeographed and distributed free to students in Prescott.[2]

Students wrote all the copy and typed it on multilith masters for reproduction on a multilith offset printing press.

The newspaper was published weekly the remainder of the semester at Syracuse University on a budget of $4 a week. In the spring semester of 1960, Laubach's class continued to experiment with the newspaper on a local level.

Encouraged by its popularity among Prescott

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[1]Caroline Blakely, editor of News For You. Personal interview held in her office, Syracuse, July, 1969.

[2]Louise H. Ellerker, "Content Analysis of News For You," an unpublished graduate paper, January 9, 1969, pp. 1-4. Paper on file at News For You office, Syracuse.

teachers and students, Laubach decided to try publishing the newspaper on a national scale in the fall of 1960. Caroline Blakely, a member of the 1959 class, became the editor.

The format of the newspaper was changed to four pages, 7" x 10". The type was set on a Justowriter and printed by offset. Besides the editor, members of the staff included a production manager and an artist. Graduate students in Laubach's class contributed articles.

At the beginning, News For You's basic objective was to present local and national news of the week for its readers. News stories were written in a journalistic style and approach (the five W's). Regular features included a monthly quiz, women in the news, special days, and a series on famous persons. Most of News For You's readers were in adult classes for the foreign-born. About 18 per cent of the space in the newspaper was devoted to line drawings and illustrations. In the beginning of the year, subscription rates were $1.25 for 15 weeks with special

discounts for groups, depending on the size of order. The rates were later changed to $1 for 17 weeks (one semester). The newspaper was printed from October to May.

Highest weekly circulation after the first year was 750. The circulation was small, but Laubach felt that a market did exist for such a periodical. The decision was made to publish the newspaper the following year with an increase in promotion.

Other changes were also made. News For You came out in two editions in 1961-62, level "A" and "B". The "A" edition was written at a third to fourth-grade reading level and the "B" edition from fourth to fifth-grade. The format was changed to 8½" x 11", four pages. The flag was redesigned.

A Teacher's Guide was also introduced and distributed free to the teachers using News For You. Its purpose was to inform the teachers of new articles in the newspaper and to offer ideas how to use the newspaper more effectively in the classroom. Circulation reached 5,000 and was confined primarily

to the foreign-born in Adult Basic Education classes. Some copies were sent to teachers in Special Education in remedial reading classes.[3]

In 1962-63, News For You continued to experiment with the newspaper. The newspaper came out in three editions: "AA" (easier); "A" (easy); "B" (harder). Layouts and photographs were the same in each edition, but the difficulty of content varied according to the level. Late in the year, the format was changed to a tabloid size, 11½" x 17", four pages. The newspaper was printed on newsprint. A contract was made with United Press International to furnish current, "news" photographs on a weekly schedule. About 30 per cent of the space was devoted to photographs.

The Teacher's Guide continued to be published annually and sent free to the teachers. Students in Laubach's class continued to contribute articles, but the majority of articles were written by graduate assistants working part-time for News For You while studying at Syracuse University.

Circulation increased steadily and reached around 8,000 with the newspaper going to 40 states.

[3]Ellerker, op. cit., p. 5.

In 1963-64, News For You continued to gain in circulation, climbing to about 14,000. The front page was devoted entirely to national and world news of the week. Price of the newspaper increased by 25¢ to $1.25 for 15 weeks. Price per single subscription was 8¢. However, the group rate for orders of 6 or more was 4¢ per newspaper.

In 1964, Congress made provisions for Adult Basic Education programs for the first time and News For You's circulation leaped to 87,995 in 1964-65, with the advent of these programs. A Spanish edition was printed for the first time on a trial basis during the year.

In 1965-66, News For You continued its rapid growth with circulation increasing to 101,096. Content became more diversified. Consumer educational features such as "family finance" and "health" were added. An essay question was printed each month for students to answer and mail to News For You. The best letters were printed.

Because of lack of demand and cost of printing,

the Spanish and "AA" editions were dropped, leaving "B" edition (fourth to fifth-grade) and "A" edition (third to fourth-grade).

With circulation above 100,000, News For You hired its first full-time editorial assistant. Previous assistants had been part-time workers and graduate students.

After a steady and rapid growth in circulation, News For You experienced its first drop in circulation in 1966-67. Circulation fell to 75,816. Part of the explanation was due to the transfer of the Adult Basic Education director in Texas. He had been chiefly responsible for ordering 30,000 copies of News For You sent to Texas.[4]

New features in 1966-67 included a "spotlight" story run weekly on a hero, usually a member of a minority group. Articles on jobs and foods were also featured.

The emphasis remained on national and world news in 1967-68. Mary Stewart, a "Dear Abby-type" columnist, began a weekly series. Readers were

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[4]Blakely, op. cit., July, 1969.

urged to write direct to her for personal consultation. As an incentive to gain reader interest, a $1 bonus was awarded to those whose letters were printed in the newspaper on the essay question. About 300 letters were received each month. The "spotlight" ran features about unknown people who had overcome handicaps in life and made contributions to society.

Circulation reached 65,065, a drop for the second straight year.

News For You began a weekly black history series called Afro-Americans in 1968-69. It traced the Negro history in America from slavery to the present. The series ran weekly from October to June.

The newspaper continued to publish Dear Mary, spotlight and various educational aids for the teacher--weekly quiz, crossword puzzle, and monthly essay in different issues. A series of consumer educational articles on foods, health, and money were run during the year. Sports received greater emphasis in the newspaper during the year. Previous thinking was that the majority of the readers were adult and

female, and they were not interested in sports.

In January, 1969, the Justowriter was replaced with an IBM computerized composing machine. The News For You flag was redesigned. A special eight-page edition was printed May 14, with a four-page insert devoted entirely to jobs and job information.

The price per newspaper increased to 10¢ at the beginning of the year. The charge was 5¢ per copy if six or more were sent to the same address. This was the first increase in price since 1963-64.

Circulation fell for the third consecutive year; the high reaching 52,569.

The Decline in Circulation.-Circulation is probably one of the best measures of gauging the success and acceptance of any newspaper. Since 1966, the circulation of News For You has dropped from 101,096 to 52,569, nearly a 50 per cent decrease. The newspaper has recorded a circulation loss for three straight years.

Frank Rucker described circulation as the "thermometer by which he [publisher] determines

whether his readers are growing cold to his newspaper or are warming up to his product and his organization."[5]

The publisher knows that he has sound property when the circulation holds its own or increases steadily. He becomes worried when a substantial drop is evident even temporarily, and dissatisfied when the grand total fails to go up.[6]

Mrs. Blakely, editor, lists several possible reasons for the decrease in circulation: (1) steady increase in price of News For You; last year, an increase from 8 to 10¢ for single copies and from 4 to 5¢ for group rates; (2) more supplementary material on the market and less need for News For You; (3) less promotion to sell News For You to teachers; and (4) less funds available for compensatory education.[7] She also mentioned that in February, 1969, a new publication, You and Your World, entered the supplementary educational field and was geared to the same adult audience of News For You.

Philosophy.-The two basic aims of News For You are to provide current news that is interesting to

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[5]Frank W. Rucker, Newspaper Circulation: What, Where, and How (Ames, Iowa: The Iowa State Press, 1958), p. 6.

[6]Ibid., p. 6.

[7]Blakely, op. cit., July, 1969

adults in easy-to-read language, and to train graduate assistants to write for new literates through Syracuse University's literacy journalism program. The assistants are awarded nine hours of remitted tuition at Syracuse University and receive a monthly stipend of $200 for ten months. In return, the assistants work twenty hours per week for News For You as assistant editors. A third aim has been to prove that a commercial publisher could publish a periodical written for adult new literates and make money. News For You was subsidized in the beginning but has made profits the last few years.

Stressing the "news," the main objective of News For You is to give information. Its purpose is not to teach reading or academic skills but to provide news and to encourage the habit of reading.[8] The newspaper is intended to guide the student toward the use of the regular newspaper.

> Our writing philosophy is from a journalistic approach rather than educational. Most of our writers are journalists. We feel that the teachers using the newspaper can use it in class as it is without a

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[8] Ibid.

> lot of educational guides for the teachers. We do, however, include some educational helps from issue to issue: crossword puzzle, essay question and weekly quiz.[9]

News For You carries no editorial and does not take sides on issues, but it does have a liberal point of view.

"I'm a liberal and so is the publisher. Those with liberal philosophies usually stand for the disadvantaged and the poor, and we tend to print material that is related to this group. No doubt, the liberal viewpoint is reflected in the newspaper.

However, we do try to include conservative viewpoints. A lot of our writers have come from religious backgrounds, and they tend to be conservative."[10]

1968-69 Content.-The first page of News For You was U.S. and world news. Page 2 consisted of news, features and interpretative reporting of current events in the news, for example, "Drugs and their use," "the Pueblo trial." Page 3 consisted of the Afro-American series, Dear Mary, and usually a column from Syracuse health and welfare organizations on foods,

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[9] Ibid.

[10] Blakely, op. cit., July, 1969.

health, and budgets. The "spotlight" feature ran on page 4 with a television article. The weekly quiz and other educational aids also appeared on page 4.

The newspaper goes to press on Tuesday night and is mailed Thursday and Friday to the teachers for use the following week in the classroom. The news is always about ten days old by the time the students read the newspaper.

The content is geared to adult interest. Outside of Dear Mary column, which appeals to adults and teenagers, nothing is printed exclusively for the teenager. Occasionally, the spotlight featured a teenager.

The articles in the newspaper are written at third to fifth-grade reading level, but the writers do not follow a readability formula.

> The editors of NFY believe that simple, direct sentences are of greater importance than vocabulary to the adult reader.[11]

The writers follow recognized rules for writing simply. The average sentence length for the "A"

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[11] Teacher's Guide, annual publication of News For You, 1966-67, p. 1.

edition is eight words and twelve words for the "B" edition. The stress is on simple words and active voice. Sentence pattern is noun-verb-object.[12] The Gunning formula is used occasionally to check the reading level of the newspaper.

Readership.-Mrs. Blakely informed the writer in September, 1968, that the majority of the readers of News For You were adult, female, and in the lower income groups. Many were on welfare and poor. A large percentage were black. A large number were also in Special Education classes. The adult readers included: Americans with low-level skills; American Indians; the foreign-born; students in Adult Basic Education programs; correctional institutions and prisons; mental institutions; private organizations and groups like Laubach Literacy centers; Job Corps; Manpower Development Training Agency; opportunity industrial centers; community poverty programs; and the United States military. Most of the readers in Special Education were teenagers in remedial reading classes, work study programs, and classes for the

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[12] Teacher's Guide, op. cit., p. 1.

mentally retarded.[13]

Mrs. Blakely felt that many of the teenagers preferred the adult content and format of News For You, and that was one reason why teachers in Special Education used it though News For You was an adult newspaper. Mrs. Blakely mentioned that most of the readers were adults but there was no "typical reader" of News For You. However, there were some common characteristics of the readers.

> There is no typical illiterate. But there are some common traits we know they share. They have low-reading skills and are mostly in the low-income groups. These people have short-term goals. They want immediate information, immediate results. They are not used to reading and need an organized reading program such as the classroom provides. The students are not educated in middle-class values, but they are highly creative. They can't spell very well, but some of the best material we print in News For You comes from these people in answer to our essay questions. They tell it like it is.[14]

Controversy.-As an adult newspaper for adults, News For You has felt that it could print articles on most subjects without any serious repercussions. When News For You was small and confined to adult

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[13]Blakely, op. cit.
[14]Ibid.

readership, this approach proved no problem. However, as the circulation increased, a larger percentage of the readers were teenagers in Special Education classes in public schools.

On January 23, 1968, the Chicago Board of Education cancelled a 5,000 subscription order. Excerpts from the letter read:

> We recognize that News For You is an adult publication. We ordered it for use in a remedial reading program at the elementary school level, however, [sic] because of its easy readability and coverage of material relevant to our pupils; world news and current events.
>
> However, recent issues contain articles which are clearly either too advanced or inappropriate for children of the age group which we serve; thus we feel that we must cancel our subscription. The cancellation does not reflect dissatisfaction with or criticism of the periodical.[15]

This was the first large-size cancellation of News For You. Mrs. Blakely called the Chicago school board director and was informed that the teachers didn't object to the articles, but the parents of the children had. The parents felt that their children,

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[15]Letter received from Chicago Board of Education, January 23, 1968. Letter on file in News For You office, Syracuse.

age 13 to 15, didn't need such information as printed in News For You. They objected to an article about V. D. and a Dear Mary column giving advice to a girl on premarital pregnancy.

Mrs. Blakely remarked, "the V. D. rate among teenagers is very high. Teenagers are having more babies than ever before. I'm sure News For You won't stop them from getting V. D. or having more babies or having less premarital sex, but at least we thought it necessary to inform our readers about such problems."[16]

How to handle controversial material in the classroom has always been a perplexing and difficult problem. Topics like Sex Education have engendered heated debates among parents, teachers, and students.

> Teaching about controversial issues in our deeply divided society nevertheless remains a difficult and demanding task. There are some signs that the community pressures that traditionally have circumscribed the teacher's freedom are lessening. The question most often raised today is not whether controversial issues should be treated in the classroom but how. Teachers, themselves, better educated and more competent professionally than ever before, are demanding a stronger voice in deter-

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[16]Blakely, op. cit., July, 1969.

> mining what should be taught in the classroom. But many mindless pressures remain--and until they are contained, the schools generally will prepare the rising generation only imperfectly for the world in which they must live.[17]

After the Chicago cancellation, News For You continued to publish articles on sex education; however, the articles were printed during the summer when the teenage readership was lowest. Most schools order News For You during the school year from September to May. Orders are solicited through the mail. News For You prints 50 issues per year, shutting down for two weeks at Christmas. Circulation in the summer trails off to around 15,000 to 20,000. The newspaper loses money during the summer months, but the editorial staff feels that it is essential to publish twelve months of the year to keep new literates reading full time. Students not in regular summer classes are offered News For You at special summer discount rates. In the summer of 1969, students could order 15 weeks of News For You for $1, a savings of 50¢ from the regular price, of 10¢ per issue. Close to 300 students took advantage of the low 1969

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[17]Editorial, "Education in America," Saturday Review, May 18, 1968, p. 68.

summer rates.[18]

In 1968-69 the weekly black history series drew more comment than any other item ever printed in News For You. Several teachers praised the series, but the majority of letters received during the year were negative. A few teachers cancelled their subscription orders. The stress on black history also created resentment from other minority groups. One teacher (Navajo) cancelled his subscription and wrote:

> ...we are cognizant of the fact that you publish an over abundance of stories and features concerning the Negro population. We feel that this minority group bears no more importance than our own and many others. You don't objectively present news of the many subculture groups that exist in our great United States.[19]

Mrs. Blakely felt that the inclusion of the black history was important and appropriate. It was as relevant to the white reader as to the black. "Negro history had never been covered before in the classroom, and we felt that there was a need for it. We printed it with the idea that blacks and whites would come to understand each other better."[20]

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[18]Aires, op. cit., July, 1969.

[19]Letter received from a teacher, July 17, 1969. Letter on file in News For You Office, Syracuse.

[20]Blakely, op. cit., July, 1969.

The year 1968-69 was the year for black history. Many public schools and colleges included courses on it for the first time. Several national publications such as Life magazine, and the Christian Science Monitor ran regular articles covering black history. The Post-Standard, Syracuse, ran a series about black heritage.

However, Mrs. Blakely mentioned that "there is now a backlash against the Negro." The 1968 Presidential election showed indications of this when George Wallace, a strong segregationist, pulled over nine million votes.[21] One teacher wrote that her students "feel the subject is being pushed at them."[22]

Several teachers charged that News For You was a "black" newspaper in 1968-69. Mrs. Blakely remarked that "an awful lot of black material was printed in the newspaper. The Afro-American series ran from October to early June, some 32 articles. When a black spotlight appeared on page 4, the newspaper did look black."[23]

The black history series was completed in June,

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[21] Time, November 15, 1968, p. 19.

[22] Letter received from teacher, July, 1969. Letter on file at News For You office, Syracuse.

[23] Blakely, op. cit., July, 1969.

and the newspaper does not intend to continue the series in 1969-70. "There is no need. Our intentions at the beginning were to cover the history of all the minority groups, and not the blacks alone. We haven't decided to do histories of other minority groups. It may create more trouble than it does good."[24]

> We don't shun controversial matter. I think we include more controversial matter than any other newspaper like ours because we feel that adults and teenagers know that there are problems and controversy in the world. You can't hide it from them.[25]

Mrs. Blakely remarked that the newspaper doesn't try to give good news all the time or bad news, and that the newspaper doesn't try to make all the decisions for the reader.

> News For You looks like a real newspaper, and we strive to print the news that people are talking about, and some of it is controversial.[26]

In 1968-69 the staff of News For You consisted of two full-time employees, (both female) and two graduate assistants, one male and one female.

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[24]Blakely, op. cit., July, 1969.
[25]Ibid.
[26]Ibid.

You and Your World

In February, 1969, You and Your World entered the supplement educational market for students age 15 and older. The publication is printed by American Education Publications with editorial offices in Middletown, Connecticut.

This weekly eight-page newspaper is aimed at the same audience as News For You.

> We rather expect that a good share of our market is comprised of older educable mentally retarded children, remedial reading students, slow learning students, and retarded readers in disadvantaged areas. We know in the fall we will have wide distribution among adult education classes.[27]

Although News For You and You and Your World are aiming at the same market, their approach and philosophy are entirely different.

Philosophy.-Thomas Mooney, the managing editor, described the basic philosophy of You and Your World as "to improve the reading skills of our subscribers."

News For You selects topics for the newspaper based upon their "news value." You and Your World

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[27]Thomas Mooney, managing editor, of You and Your World, Middletown, Connecticut. Personal letter received June 23, 1969.

selects its articles "on the basis of their educational value and their degree of high interest. Topics are selected which appeal to older students' interest, which are relevant to their lives, and which broaden their experiences in both the intellectual and affective domains."[28]

While News For You's approach is journalistic, You and Your World's is academic. This is probably the biggest difference between the two publications. Each issue of You and Your World is oriented to skills commonly needed by poor readers--word recognition, reading comprehension, and interpreting symbols. Development of map reading, techniques, and cartoon interpretations are also a part of the total skills program. Additional suggestions for reading development are contained in a teacher's edition.[29]

Richard W. Flint, editorial director, described You and Your World's approach as "instructional."

> We are in the supplement education business. We are very conscious of concepts relevant to educational goals. We build in certain educational skills for our readers in every issue.[30]

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[28]Mooney, op. cit., July, 1969.

[29]Ibid.

[30]Richard W. Flint, editorial director of You and Your World. Interview held at his office, Middletown, Connecticut, July 30, 1969.

The writers of You and Your World have backgrounds as teachers, and they approach the paper from a teachers' viewpoint. "We emphasize the educational motive of learning instead of just presenting news to our readers."[31]

Controversy.-Flint mentioned that You and Your World does not take sides, and is non-political.

> Our point is not to indoctrinate. We give both sides to controversial items. We don't impose our point of view on our readers because we don't sell You and Your World on the newsstand. Our aim is to bring our readers up to the fifth-grade reading level. After that, they can begin the 'cafeteria style' and pick and choose what they want to read.[32]

Ideally, a newspaper written for new literates should be objective because the readers are not sophisticated enough to detect bias. However, being completely objective is a difficult if not impossible task for any publication, regardless of its editorial policy. Since only a portion of the facts can be included in the limited space of any newspaper, the editor must select those items which are to appear. "In the very process of selection, he [editor] of

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[31] Ibid.

[32] Flint, op. cit., July, 1969.

necessity interprets the news. Far from being objectionable, interpretation may help the reader to react to the facts."[33]

Examples of bias include:

1. The editor's decision to quote certain authorities.
2. The comparing and evaluation of possible courses of action.
3. The placement of news stories in the paper.
4. The selection of the aspect of the story on which to write the lead.

Ethnic Groups.-You and Your World endeavors to present multi-ethnic features. Stories featuring Orientals, Indians, Mexicans, and Negroes have appeared in various issues of the first 15 editions.[34]

Flint remarked that the staff looks at the ethnic problem very closely because a lot of the readers are multi-ethnic. However, there have been no readership studies to determine who are the readers. A readership survey was planned for the fall of 1969. Flint mentioned that the editorial staff does not hesitate to change layouts and stories in the newspaper if the ethnic balance is out of proportion. However,

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[33]Robert D. Murphy, "InterpretiveCoverage of Public Affairs," Vitalizing the Newspaper in the Classroom (Syracuse University workshop, 1963) School of Journalism vertical file, p. 7.

[34]Mooney, op. cit., July, 1969.

there is no quota on the number of articles that have to be white, black or yellow.[35]

The newspaper is written for the teacher as well as the student.

> Printing anything you want is noble, but there are realities of life. You have to know what is acceptable-this year-if dealing with the teaching profession. The teachers control the purse strings. We have to please the teachers and appeal to them as long as we are in the educational field.[36]

Geared to educational skills, You and Your World prints a weekly teacher's edition which is included in each bundle of ten or more copies of the pupil's edition. At least once a month, a transparency appears in the teacher's edition to assist the teacher in supplementing a particular lesson featured in the pupil's edition.[37]

Like News For You, the newspaper is written at the third to fifth-grade level. In 1969-70, the editors planned to have one page written at the third-grade level for the poorest readers. No circulation figures were available from You and Your World, but Flint mentioned that the staff was pleased with the

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[35] Flint, op. cit., July, 1969.

[36] Ibid.

[37] Mooney, op. cit., July, 1969.

start of the newspaper. A similar publication printed by American Education Publications, Know Your World, (for readers under age 16) has a circulation of 500,000. The editors of You and Your World hope to surpass that figure in a reasonable amount of time. American Education Publications was purchased by Xerox Company a few years ago. Last year, American Education Publications did $35 million worth of business in the supplement education field. The publishing firm prints some twenty different periodicals for elementary and secondary schools. Its largest seller, My Weekly Reader, has a circulation of more than 12 million.

You and Your World has developed its own readability formula based on the Chall-Dale system. Each word in each story is rated to its grade difficulty. Sentence length and sentence structure are also closely checked.

The price of the newspaper is $1.50 for 30 eight-page issues. The newspaper is not printed in the summer months. It is tabloid size, 11-3/4" x 14-3/4". Articles are generally written three weeks in advance,

and are usually more like features than news stories. The printing of the newspaper is done in Columbus, Ohio. The editorial staff consists of two men and a woman.

The succeeding chapter reviews the literature relating to national periodicals for new literates.

CHAPTER III

A REVIEW OF THE LITERATURE RELATING TO PERIODICALS FOR NEW LITERATES

Until the publication of You and Your World in February, 1969, News For You was the only national weekly adult newspaper published for new literates on a commercial scale.

Since News For You was the pioneer in this field, previous research has been nonexistent. The writer could not find any previous literature related to this area. UNESCO's experience in this area has been confined to periodicals for new literates on a local level and not commercially.

However, Laubach Literacy Inc., has conducted several studies of its own in the last four years. In the spring of 1965, Laubach conducted two surveys. One survey, developed by Margaret M. Johnson, was directed toward the students themselves reading News For You, and the other survey was aimed at the teachers

using the newspaper.

The student readership survey was designed chiefly to "discover what students liked or did not like or understand in the paper during a particular week and month; what kind of stories they liked to read and what they read at home."[1] The teacher was asked to cooperate in the study by handing out the questionnaire to the students and explaining the questions. Of the 568 questionnaires sent to 17 schools, 97 useable questionnaires or 17 per cent were returned by eight schools.

The survey revealed that 55 per cent of the students were male and 58 per cent were foreign born. The two most liked features appearing regularly in the newspaper were "nations of the world" and "life in the United States." "People" was third. However, no attempt was made to evaluate what the students wanted to read that wasn't appearing in the newspaper. It was found that the students received news information primarily from three sources: television, News For You, and the radio--in that order. The majority of the

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[1]Margaret M. Johnson, "Readership Survey for News For You," report on file at Laubach Literacy Inc., 1965, p. 6.

students found no difficulty reading and understanding the articles in the newspaper, although 21 per cent remarked that some of the words were too hard.

The second survey was sent to about 1,000 teachers using News For You to get their reaction to several proposed editorial changes. About 455 questionnaires were returned.[2]

The newspaper had been publishing four editions, "AA", "A", "B" and a Spanish edition, all written at different reading levels. The findings from the survey prompted News For You to drop edition "AA" and the Spanish edition and to publish only "A" and "B" for the fall of 1966. The survey also revealed that more than 50 per cent of the readers were in Special Education classes.

When asked about the difference in reading level between edition "A" and "B", 144 teachers from the survey reported "some difference;" 86 found a "great difference;" 4 found "little difference;" and 115 did not answer.

Over 300 of the teachers said they were satisfied

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[2] News For You survey, prepared by Laubach Literacy, Inc., Syracuse, 1965, p. 1.

with the four-page size of News For You. When asked about advertisements in the newspaper, 168 reported they would not like advertising; 154 would like it, if it meant an increase in the number of pages; and 117 did not care one way or the other.

In 1966, Laubach Literacy, Inc., conducted another survey sent to 3,000 instructors using News For You. About 400 questionnaires were returned. The survey was "to determine areas of interest in materials for readers of limited ability."[3] However, the survey was not specifically about News For You.

The teachers indicated a strong need and interest for materials on subjects oriented toward daily living and personal improvement. Topics of great need included: "citizenship," "health," "budgeting," "personal development," "family living," and "job orientation."

In 1967-68 Thottukadavil Koshy interviewed 75 adult new literates in Adult Basic Education at Washington Irving School, Syracuse, New York. His study was unique in that he asked the students themselves what subjects they were interested in. He felt that

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[3]"Findings on a Survey of Users of News For You," prepared by Laubach Literacy, Inc., Syracuse, September, 1966, pp. 1-6.

new literates, especially adults, were mature and intelligent enough to decide what topics interested them. Educators have usually decided for them.[4]

Koshy found that the subjects the students "selected were close to their interests and useful to their daily living."[5] Students chose subjects such as "making a budget," "shopping for housing," "helping children in school," and "understanding children." The majority of students were female. He reported differences in what the students wanted to read and what the instructors thought they preferred. Subjects like "good manners" and "national parks" were ranked high by the teachers but low by the students. Out of 57 titles, two titles, "making a budget" and "first aid," ranked equally high by teacher and student. It seems that these items have universal appeal.[6]

Koshy felt that the difference between teacher and student reading interests was because the teacher came from a middle-class background and the student from a lower-class. Their views on life and values were entirely different.

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[4]Thottukadavil E. Koshy, An Inquiry into Needs for Social Study Materials as Expressed by a Specific Group of Adult Functional Illiterates, an unpublished Master's Thesis, School of Journalism, Syracuse University, Syracuse, New York, 1969, pp. 89-90.

[5]Ibid.

[6]Ibid.

Howard Heding and associates did a nationwide survey of 500 teachers in Adult Basic Education programs.[7] Topics which motivated students to want to read were numerous. Those most frequently mentioned were: (in rank order)

1. Get a better job.
2. Want to read and write letters.
3. Read newspaper (current events).
4. Help children.
5. Want to read the Bible.
6. Get a high school diploma.
7. Personal improvement.
8. Pass driver's test.
9. Read application forms and fill out forms.
10. Doesn't want family to be ashamed (keep up with children).
11. Learn to read English to communicate (pass citizenship test).
12. Signs and maps.
13. Read for enjoyment.
14. Take part in church and community organizations.
15. Required on job.

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[7]Howard W. Heding, Missouri Adult Vocational-Literacy Materials Development Project: Final Report (Columbia: The University of Missouri, College of Education, 1967), p. 293.

The prevailing motives were oriented toward daily living, personal improvement, and vocational goals.[8]

Topics most frequently mentioned by the teachers to be of high interest included: current events (newspaper); how to manage money; state, local and national government; biographies; homemaking; social security; and information on tax returns.[9]

One topic, newspaper reading, ranked high with both teachers and students. It seems that reading the newspaper is something desired not only by the literate reader, but also highly desired by the new literate.

The writer visited the editorial staff of You and Your World in Middletown, Connecticut, during the course of his research. He interviewed Richard Flint and Thomas Mooney, editorial director and managing editor, respectively. Both of these educators commented on this study as being the first to their knowledge conducted in the area of national newspapers for adult new literates. Dr. Robert S. Laubach and Mrs. Blakely also mentioned that they were not aware

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[8] Ibid., p. 309.
[9] Ibid., p. 167.

of any previous research.

The following chapter explains the methodology and procedure used in this study.

CHAPTER IV

THE METHODOLOGY AND PROCEDURE USED IN THIS STUDY

The question of what research tool to use is a serious matter in any study. The pros and cons of "mail questionnaire versus interview" are endless. Albert Ellis found that in general, there is no significant difference between the mail questionnaire and the interview. Each method has its definite advantages and disadvantages, and neither can be given a blanket endorsement.[1]

David Wallace reported that the type of sample invariably depended on the kind of information the researcher is seeking and found mail questionnaires can be indicators of public feeling as long as the universe is homogeneous.[2]

Some of the advantages of a mail questionnaire are that "questions can be answered at the convenience of the respondent; the respondent has a chance to deliberate and look up information; questions can be

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[1]Albert Ellis, "Questionnaire Versus Interview Methods in the Study of Human Love Relationships," American Sociological Review, XXII, (1947), p. 541.

[2]David Wallace, "A Case For and Against Mail Questionnaires," Public Opinion Quarterly, XXVIII (1954), p. 49.

standardized; the bias of an interviewer is eliminated; the respondent need not be identified; and specific segments of the population can be reached."[3]

The wide geographical distribution of News For You ruled out the possibility of the interview technique. The readership was too fragmented, too diverse. The time and money were not available to travel around the country interviewing teachers in different types of classes using News For You, although it may have been the ideal procedure. In preparing this study a "student" readership survey was considered. The student is probably more aware of what he likes or dislikes about the newspaper than anyone else. It would seem logical to go to the student and find out from him if he is satisfied with the newspaper. He is the one who reads it.

However, it was finally decided by this writer to survey the teachers. The reason being that the teacher is the person who orders or cancels the newspaper. Students have little or no voice in accepting or rejecting News For You. They are a captive

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[3]Leland Brown, Effective Business Report Writing, 2nd edition, (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), p. 150.

audience. It was also felt by the writer that the new literate would have difficulty filling out a survey, no matter how simply designed.

News For You is written and designed like a real newspaper, but it is not marketed like a standard newspaper. It is marketed through the school system and has to be approved and accepted by the administration and the teachers. The teachers are the key people that News For You has to please.

Because of the influence of the teacher, it was felt that a survey directed to the teacher would be more beneficial than one aimed at the student.

Jack B. Haskins suggested that a random sample of the teachers would be suitable for this study.[4] The universe was homogeneous and consisted of teachers with similar educational backgrounds. The teachers were also familiar with News For You, and it was felt that they would be more willing to answer a mail questionnaire because of this factor.

On May 21, News For You's circulation was 30,000 due to the summer drop. By checking the mailing

[4]Jack B. Haskins, Syracuse University School of Journalism Research Professor. Interview held at his office, Syracuse University, May, 1969.

addresses on stencils, it was found that there were 1,178 subscribers ordering at least five copies of the newspaper. A list of those ordering less than five copies were filed separately and not included in this survey. The 1,178 subscribers represent more than 1,178 teachers because the orders are usually placed in bulk quantities. There was no exact way to determine how many teachers were using News For You. A 500 subscription order sent to an Adult Basic Education center obviously has more than one teacher using the newspaper. Since there was no valid way to determine how many teachers were using the newspaper from the mailing lists or subscription orders, it was felt by this writer and Haskins that a questionnaire sent at random to the 1,178 subscribers would suffice for this study, as long as only one teacher from each school received a questionnaire.

Haskins suggested that a random sample of 300 questionnaires be sent to the teachers which meant that one out of every four names on the mailing list would receive a questionnaire. Final number of

questionnaires sent was 287. The number was not higher because of some duplicate orders.

A record of the mailing addresses was kept. The 287 teachers receiving News For You ordered 7,275 copies of the newspaper or about one-fourth of the total circulation.

The Questionnaire.-The questionnaire used in this study was adapted from a questionnaire that Laubach Literacy, Inc., had developed in 1965. Some different questions were added in consultation with Laubach and Mrs. Blakely. The questionnaire was pretested on four Adult Basic Education teachers at Washington Irving School, Syracuse. None of the four teachers had any difficulty understanding and filling out the questionnaire. Further pretesting was considered not necessary because the questionnaire was similar to one previously employed by Laubach Literacy, Inc.

A review of the literature on mail survey methodology revealed many special mailing procedures which have been shown to increase mail return rates.[5]

[5]Jack B. Haskins and Barry M. Feinberg, Newspaper Publishers Look at Research: Its Role in Future, Change, Opportunities and Problems (Syracuse, New York: Syracuse University Communication Research Center, 1968), p. 15.

following procedures were used in this

co maximize returns:

1. A cover letter was sent along with the questionnaire.
2. News For You letterhead stationery was used.
3. A statement of due date was mentioned.
4. An assurance of anonymity was given.
5. Inclusion of title was used along with signature of Mrs. Blakely.
6. Special content in letter was mentioned (stress upon the results to be used for master's thesis and its importance).
7. The use of first class postage (6¢ stamp affixed).
8. The use of self-addressed stamped return envelope.

On May 21, 1969, 287 questionnaires were sent to teachers using News For You. By June 14, 106 returns or 36 per cent had replied. A follow-up letter with the same questionnaire was sent June 17 to those who failed to respond. In the follow-up letter, a postscript was added offering the respondent a copy of the results of the survey. The June 17 follow-up letter brought in 44 additional responses. Thirteen of the 44 respondents requested a summarized copy of

the results of the study. The survey cut off date was set July 10, 1969. Out of the 287 questionnaires sent to the teachers, 150 or 52 per cent were returned. Among the 150 questionnaires returned, there were 6 questionnaires blank or too incomplete to use; therefore, the final number of useable questionnaires was 144, giving a 50 per cent return of useable questionnaires.

The higher the response rate in a sample survey, the more valid the results. In a telephone interview with the writer, Haskins put "50 per cent as the minimum arbitrary cut off point with a mail questionnaire survey."[6] He felt that a 50 per cent return for this study was reasonable and respectable.

It was this writer's opinion that the sample was large enough and the return rate high enough to assure a note of validity that the non-respondent would not differ substantially from the respondent and that the biss would not be a distorting factor in analyzing and tabulating the returns received.

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[6]Haskins, telephone interview at his home, Syracuse, August 5, 1969.

The universe consisted of teachers and was homogeneous in this respect. The teachers were also familiar with News For You, having used it in their classrooms.

A 50 per cent return was judged good, considering the returns from previous mail questionnaires. Heding received a 40 per cent return from a survey of teachers in Adult Basic Education. Brown reported that the normal percentage returns on most mail questionnaires are from 10 to 15 per cent.[7] Laubach Literacy, Inc., received a 13 per cent return from its survey of teachers using News For You in 1966.

Results of Survey.-Is News For You written for the right audience? Who are the readers? Black? White? Are they mostly male or female? Are most of the readers, adults in Adult Basic Education or teenagers in Special Education? Are the teachers satisfied with the content in News For You? What do they like and dislike about the newspaper? How could it be improved?

This study tries to answer some of these questions. It is hoped that this study will offer some possible reasons for the sharp decline in circulation

[7]Brown, op. cit., p. 151.

News For You has had for three straight years. After reaching 101,096 readers in 1966, the circulation fell to 52,569 in 1969.

During 1968-69, News For You received frequent letters from teachers complaining that the newspaper was "too black oriented." This study looks at that criticism to see if that allegation was valid.

Roland E. Wolseley, professor at Syracuse University School of Journalism and consultant to News For You, remarked at an editorial meeting that "if News For You's market is predominantly white, too much black news could alienate the white reader."[8]

When this writer worked on the staff of News For You in September, 1968, Mrs. Blakely mentioned that she thought a large per cent of the readers were black and adult. But she had no readership study to substantiate her claim. The last teacher survey was done in 1965.

From that survey, it was revealed that 55 per cent of the readers were youth and 45 per cent were adult.

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[8]Roland E. Wolseley, professor of Journalism, Syracuse University. News For You editorial meeting held at the Syracuse University Newhouse Communications Center, July 2, 1969.

Although this survey was not a "student" readership study of News For You, some questions were included to offer some insight as to "who are the readers."

RESULTS OF THE SURVEY

The Questions from the Survey

1. Where Do You Teach?

TABLE 3

GEOGRAPHICAL DISTRIBUTION OF TEACHERS

Area	Number of Respondents	Percentage
New England	8	6
Middle Atlantic	48	33
Southeast	24	16
Central	35	24
Northwest	7	5
Southwest	4	3
Far West	17	12
Canada	1	1
Total	144	100

Geographical Distribution

A breakdown of the Middle Atlantic region shows New York with 27 respondents; Pennsylvania 9; New Jersey 6; Maryland 4; Delaware 1; and District of Columbia 1. In the Central region, Illinois had 12 respondents; Michigan 8; Ohio 5; Wisconsin 3; Missouri 3; Minnesota 2; Indiana 1; and Iowa 1.

From the Southeast: Mississippi 5; Florida 4; North Carolina 3; Virginia 5; South Carolina 2; Alabama 1; Georgia 1; Kentucky 1; Louisiana 1; and Tennessee 1.

California led the Far West region with 12; Washington 2; Oregon 2; and Nevada 1. From New England: Massachusetts 4; Connecticut 3; and New Hampshire 1. In the Northwest: Colorado 3; Nebraska 2; Kansas 1; and South Dakota 1. From the Southwest: Arizona 1; New Mexico 1; Oklahoma 1; and Texas 1. One reply was received from Canada.

Responses were received from 38 states, the District of Columbia, and Canada. The majority of the respondents were in large, urban cities such as New

York City, and Chicago. The significance of this regional breakdown is that News For You is widely circulated and has established bases for future promotion. The newspaper seems to have its greatest circulation in the states where illiteracy is high. For example, in the 1960 census, New York had nearly 800,000 persons age 25 and over with less than five years of schooling.[9] The newspaper is also circulated in the large cities where Special Education is the strongest.

2. How Many Students Do You Have Reading News For You?

TABLE 4

SIZE OF CLASS READING NEWS FOR YOU

Size of Class	Number of Respondents	Percentage
5-10	13	9
11-20	43	30
21-30	25	17
31-40	17	12
41-50	12	8
51-60	8	6
61-70	1	1
71-80	1	1
81-90	3	2
91-100	3	2
Above 100	15	10
(No response)	3	2
Total	144	100

[9]See appendix for breakdown by states of persons age 25 and over with less than five years of education, Bureau of Census, 1960.

Size of Class

This table shows that the majority of the students reading News For You are in fairly small classes. Forty-eight per cent of the teachers use the newspaper in classes numbering 11-30 students. A check of the survey revealed that the majority of the teachers using News For You with "above 100 students" were in Adult Basic Education programs.

3. In How Many Different Classes Do You Use NFY?

TABLE 5

NUMBER OF DIFFERENT CLASSES USING NEWS FOR YOU

Classes	Number of Respondents	Percentage
1	42	29
2	35	24
3	19	13
4 or more	47	33
(No response)	1	1
Total	144	100

Number of Classes

With 70 per cent of the teachers using the newspaper in more than one class, this table indicates that the newspaper is probably used with a considerable number of students.

4. What Edition Do You Use? ___"A" ___"B" ___both

TABLE 6

EDITION OF NEWSPAPER USED BY TEACHERS

Edition	Number of Respondents	Percentage
"A"	52	36
"B"	20	14
Both "A" and "B"	68	47
(No Response)	4	3
Total	144	100

Edition Used in Class

Mrs. Blakely mentioned to this writer that level "A" is the edition most used by the teachers.[10] It is also the easiest to read. A large percentage of the teachers, however, use both editions.

[10]Blakely, op. cit., July, 1969.

5. What is the Latest Issue of NFY You Have Used?

TABLE 7

DATE OF LAST ISSUE USED IN THE CLASSROOM

Month	Number of Respondents	Percentage
May 7	12	8
14	18	13
21	51	35
28	25	17
June 4	19	13
11	7	5
18	5	3
25	3	2
(No Response)	4	4
Total	144	100

Issue Used Last

The majority of the teachers were using News For You when the questionnaire was mailed May 21, 1969. This question was included to check when the teacher had last used the newspaper in the classroom.

6. What Difference in Reading Level Do You Find Between "A" and "B"?

TABLE 8

READABILITY DIFFERENCE BETWEEN "A" AND "B"

Variation	Number of Respondents	Percentage
Some difference	70	49
Great difference	19	13
Little or no difference	12	8
No comment	29	20
(No Response)	14	10
Total	144	100

Reading Levels

Sixty-two per cent of the teachers indicated that they found some difference between the reading level of "A" and "B". However, few teachers found a "great" difference between the two editions.

7. How Long Have You Used NFY?

TABLE 9

NUMBER OF YEARS USING NEWS FOR YOU

Years	Number of Respondents	Percentage
Less than 1	30	21
1-2	74	51
3-4	26	18
5 or more	12	8
(No Response)	2	2
Total	144	100

Number of Years Using the Newspaper

This table indicates that there is a large turnover of teachers using News For You, and that the majority of teachers have used the newspaper less than two years. A need to "promote" the newspaper every year seems evident.

8. How Do You Feel About the Present Four-Page Size of NFY?

TABLE 10

FEELINGS TOWARD PRESENT SIZE OF NEWS FOR YOU

Recommendation	Number of Respondents	Percentage
About right size	99	69
Need more pages	39	27
Too much material	3	2
No comment	3	2
Total	144	100

Size of Newspaper

The present four-page format seems to be about the right size desired by most of the teachers. News For You printed a special eight-page edition as an experimental issue May 14, 1969. The teachers expressed little reaction to the eight-pages. At one time, News For You was considering expanding to eight pages.

9. Please Check the Amount of Space You Would Like to See Given to the Following Subjects.

TABLE 11

SUBJECTS PREFERRED BY TEACHERS

Category	More Space %	Less Space %	Same Space %	No Space %
World News	35.0	4.2	56.3	0
Sports	28.5	8.3	57.0	0
U.S. News	44.4	2.1	49.3	0
Sex Education	29.2	5.0	45.1	10.4
Dear Mary	10.0	12.0	57.0	14.0
Negro History	24.0	25.0	42.4	3.5
Job Information	57.0	6.0	32.0	1.0
Spotlight	10.4	15.0	65.3	6.0
News Briefs	31.3	5.0	56.3	2.1
Crossword Puzzle	28.5	4.2	56.0	5.0
TV	22.0	10.4	59.0	3.5
Weekly Quiz	22.2	3.5	66.0	5.0
Foods	28.0	5.0	56.0	6.3
How to Budget Money	50.0	3.0	40.0	2.1
Health	46.0	1.0	47.2	1.0
Children Upbringing	38.2	4.2	44.4	8.3
Religion	13.2	7.0	65.3	8.0
Science	35.0	6.3	59.0	1.0

, are the top five subjects needing "more space," ...ess space," and "no space."

TABLE 12

TOP FIVE SUBJECTS "MORE SPACE"

Category	Percentage
Job Information	57.0
Budget	50.0
Health	46.0
U.S. News	44.4
Children Upbringing	38.2

TABLE 13

TOP FIVE SUBJECTS "LESS SPACE"

Category	Percentage
Negro History	25.0
Spotlight	15.0
Dear Mary	12.0
TV	10.4
Sports	8.3

TABLE 14

TOP FIVE SUBJECTS "NO SPACE"

Category	Percentage
Dear Mary	14.0
Sex Education	10.4
Children Upbringing	8.3
Religion	8.0
Foods	6.3

World News

More than one-third of the teachers indicated "more space" was needed for world news. In most standard newspapers the volume of international news is a small proportion of the total news space. Little foreign affairs news is published and even less is read on the average.[11] It is doubtful whether a story of the "devaluation of the French franc" would appeal to many News For You readers. However, an account of the Russian invasion of Czechoslovakia would probably have high interest. In general, world news probably has

[11]Bernard Berelson and Morris Janowitz, Reader in Public Opinion and Communication, 2nd ed. (New York: The Free Press, 1966), pp. 134-135.

more appeal for adults than teenagers.

Sports

If the majority of the readers in Special Education are boys, it seems that teachers in Special Education would want more space devoted to sports in News For You. However, if a large percentage of the students are women, sports would probably have little appeal. Nelson Henry reported that "ten times as many men as women read the sports page."[12] Of the top five subjects marked "less space," sports was fifth, with 8 per cent of the teachers indicating too much space was devoted to the topic.

U.S. News

Mrs. Blakely described News For You's main objective as "providing the news. We are a newspaper."[13] Although page 1 was entirely news, 44 per cent of the teachers indicated "more space" to U.S. news. Since this survey, News For You has devoted both page 1 and page 2 to U.S. and world news. Of the top five subjects marked "more space," U.S. news was fourth.

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[12]Nelson B. Henry, ed., Adult Reading (Chicago: National Study for the Study of Education, 1956), p. 12.

[13]Blakely, op. cit., July, 1969.

Sex Education

Perhaps no other subject in the schools creates as much controversy as sex education.[14] Sex education was the second highest subject marked "no space," (10 per cent of the teachers). A content analysis of News For You made by this writer revealed that there were no sex education articles printed during the school year. However, columnist Mary Stewart in her column, Dear Mary, gave readers advice relating to sex education, but this was infrequent. News For You has found in the past that sex education is a highly controversial subject which demands careful handling.

Dear Mary

Besides black history, probably no other regular feature in News For You has generated so much controversy as Dear Mary. Only 10 per cent of the teachers indicated "more space" to the column which was the lowest amount given to any subject. It was ranked number one as the subject needing "no space" and number three in the column of "less space." Some of the criticism against the column were: "letters are too infantile,"

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[14]Saturday Review, op. cit., p. 67

"answers are stupid," "problems can't be solved in one-fourth inch of a column."

Negro History

"Less space" for Negro history was marked by 25 per cent of the teachers, the highest percentage of any subject. These figures indicate that one-fourth of the teachers felt that too much space was devoted to blacks in 1968-69. Some fairly typical comments were: "too much stress on racial hotbed," "too much black history," "while an important subject, too much emphasis on matters pertaining to and about Negroes."

Job Information

This was the subject that the largest number of teachers indicated "more space," 57 per cent. Resources, U.S.A., on behalf of Laubach Literacy, Inc., made an inquiry to directors of Adult Basic Education programs in the United States and found that "job orientation" ranked number two as the most needed material.[15] Howard Heding reported in a survey of 500 Adult Basic Education teachers that "Get a Better Job" was the number one motive that students gave for going to school.[16]

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[15]Findings from "Summary of an Inquiry as to the Needs in the Adult Education Fields," conducted by Resources, U.S.A., Washington, D.C., n.d., p. 9.

[16]Howard W. Heding, Missouri Adult Vocational-Literacy Materials Development Project: Final Report (Columbia: The University of Missouri, College of Education, 1967), p. 309.

Spotlight

In the "less space" category, spotlight was the second highest ranked subject. Only 10 per cent of the teachers marked "more space," making it the second least subject for expansion.

News Briefs

The average news brief in News For You is about one column inch, and perhaps this is why the subject wasn't marked higher for "more space."

Crossword Puzzle

On the average, the crossword puzzle appears in the newspaper about once a month. One teacher suggested that the puzzle use "words other than those based in previous articles," which is the usual practice. However, the crossword puzzle drew little positive or negative comments from the teachers.

Television

Television was the fourth highest subject marked "less space" in News For You. Most of the television articles were about personalities and news events relating to the media, such as CBS's firing of the

Smothers Brothers, and advertising cigarettes on television. The newspaper recommends certain shows for viewing, usually those of an educational nature. One teacher suggested that "at least two weeks notice in advance of television shows be given instead of the current week's schedule because the newspaper was sometimes late."

Weekly Quiz

The majority of the teachers, 66 per cent, felt that the amount of space given to the quiz was adequate. It appears in the newspaper nearly every week, and is designed to aid the teacher.

Foods

This was the fifth least liked subject with 6 per cent of the teachers indicating "no space." Articles on foods would probably have little appeal to teenagers and would appeal mainly to female adults in Adult Basic Education programs.

How to Budget Money

Only job information drew "more space" response from the teachers than how to budget money. Thottukadavil

Koshy reported in a study of students in Adult Basic Education that Making a Budget and First Aid (health) were two subjects that both teachers and students rated high in interest and need.[17] George Gallup in a nationwide survey found that "next to a man's health, his pocketbook is of greatest interest."[18] How to manage money ranked high with Adult Basic Education teachers in Heding's study, also.[19]

Health

Health was the third highest subject marked for "more space" by the teachers, 46 per cent. Gallup lists health as one of the great and continuing interests of the public. George Klare and Byron Buck found that the age-old human problems of how to keep well are of great interest to almost all groups.[20] It seems to have universal appeal.

Children Upbringing

With such a diverse readership consisting of adults and teenagers, it would seem that children upbringing would be of mixed interest. Eight per cent of the teachers marked "no space" to the subject, making

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[17]Koshy, op. cit., pp. 89-90.

[18]George Gallup, "Overwhelming Evidence of Strength," Editor and Publisher, July 13, 1967, p. 72.

[19]Heding, op. cit., p. 167.

[20]George Klare and Byron Buck, Know Your Reader (New York: Hermitage House, 1954), p. 74.

it the third highest marked subject in that category. But on the other hand, 38 per cent of the teachers indicated that "more space" be devoted to children upbringing, making it the fifth highest subject in that category.

Religion

Of the top five subjects marked "no space," religion was fourth with 8 per cent of the teachers expressing disapproval. However, little religion news was printed in the newspaper. The only religious news printed was about religious figures such as the Pope and his birth control decree. Only 13 per cent indicated "more space" to the subject.

Science

Thirty-five per cent of the teachers indicated "more space" be given to science. News For You did not carry a science column during the year. Most of the science stories were linked to current news such as the Apollo flights. Douglas Waples and Ralph Tyler reported in a study of people's reading interests that young people are generally more interested in science

than adults.[21]

Contrasts of Subjects.-If News For You has half adult and half teenage readership, the question arises how did these two distinct interest groups compare in content preference. The 13-19 year-old reader is different from the 30 year-old and much different from the 45-60, especially in activities. Magazine publishers have long recognized this, and a good family magazine has something different for each age group.[22] With only four pages, News For You is not a "family newspaper." It carries an average of 200 column inches of space in each issue. Its advertisements state that it is an adult newspaper with adult content.

Because of the disparity between adult and teenage students, it seems probable that teachers in Adult Basic Education would prefer different subject matter than teachers in Special Education. In this study, Adult Basic Education refers to students over age 20 who are enrolled in adult classes. Those below age 20 are usually enrolled in Special Education classes in the public schools. They are the slow learner, the educable

[21]Douglas Waples and Ralph Tyler, What People Want to Read About (Chicago: The University of Chicago Press, 1931), p. 7. Though outdated, this is a classical reader interest study. It is questionable whether reader interests have changed much over the years.

[22]Ibid., p. 101.

mentally retarded. If a class wasn't listed on the survey as Adult Basic Education or Special Education, it was placed in the "Other" category. The "Other" category consisted of classes for the foreign-born, American Indian, and Cuban refugee. Out of the 144 returned questionnaires, 38 were placed in the "Other" category; 53 in Adult Basic Education; and 53 in Special Education.

A comparative analysis of subject matter preferred by teachers in Adult Basic Education, Special Education, and "Other" is revealed in Table 15. (See following page).

Comparison of Subject Preference Among Different Teachers

World News

The writer found that 24 per cent of the teachers in the "Other" category use News For You in classes for the foreign-born. Table 15 indicates world news would appeal more to these teachers since their students represent many foreign countries. Those in Special Education appear not as interested. Adults would probably be more interested in world news than teenagers.

TABLE 15
COMPARISON OF SUBJECT PREFERENCE IN NEWS FOR YOU AMONG TEACHERS IN ADULT BASIC EDUCATION(53), SPECIAL EDUCATION(53), AND "OTHER"a(38)

Category	Same Space %			More Space %			Less Space %			No Space %		
	ABE	Sp.	Other	ABE	Sp.	Other	ABE	Sp.	Other	ABE	Sp.	Other
World News	55.0	58.5	55.3	38.0	26.4	42.1	2.0	9.4	0	0	0	0
Sports	66.0	51.0	53.0	19.0	38.0	29.0	6.0	8.0	13.2	0	0	0
U.S. News	58.5	42.0	47.4	36.0	49.1	50.0	0	6.0	0	0	0	0
Sex Education	51.0	44.0	39.5	25.0	40.0	21.1	6.0	4.0	5.3	13.2	6.0	13.2
Dear Mary	64.2	53.0	53.0	6.0	13.2	11.0	13.2	11.3	11.0	9.4	15.1	18.4
Negro History	45.3	38.0	45.0	32.1	23.0	13.5	15.1	28.3	34.2	2.0	6.0	3.0
Job Information	32.1	23.0	45.0	58.5	72.0	34.2	4.0	2.0	13.2	2.0	0	0
Spotlight	62.3	68.0	66.0	13.2	2.0	18.4	17.0	17.0	8.0	4.0	11.3	0
News Briefs	53.0	58.4	58.0	38.0	30.2	24.0	4.0	8.0	3.0	0	2.0	5.3
Crossword Puzzle	57.0	55.0	55.3	28.3	32.1	24.0	8.0	1.0	3.0	2.0	6.0	8.0
Television	57.0	55.0	58.0	13.2	28.3	24.0	19.0	8.0	11.0	4.0	8.0	0
Weekly Quiz	70.0	55.0	76.3	21.0	28.3	16.0	2.0	8.0	0	2.0	8.0	5.3

TABLE 15 (CONT.)

COMPARISON OF SUBJECT PREFERENCE IN NEWS FOR YOU AMONG TEACHERS IN ADULT BASIC EDUCATION(53), SPECIAL EDUCATION(53), AND "OTHER"[a](38)

Category	Same Space %			More Space %			Less Space %			No Space %		
	ABE	Sp.	Other	ABE	Sp.	Other	ABE	Sp.	Other	ABE	Sp.	Other
Foods	49.1	60.4	58.0	40.0	25.0	16.0	2.0	6.0	8.0	4.0	6.0	11.0
How to Budget Money	34.0	36.0	53.0	58.5	58.5	26.3	2.0	2.0	5.3	2.0	2.0	3.0
Health	40.0	42.0	66.0	55.0	53.0	24.0	0	0	3.0	2.0	0	0
Children Upbringing	43.4	36.0	58.0	47.2	47.2	13.2	2.0	4.0	8.0	2.0	13.2	11.0
Religion	70.0	60.4	66.0	11.3	21.0	5.3	6.0	8.0	8.0	4.0	11.3	8.0
Science	51.0	70.0	55.3	43.2	34.0	24.0	2.0	13.2	3.0	0	0	3.0

[a]"Other" consist of teachers using the newspaper in classes for the foreign-born, American Indian, Cuban refugees.

Sports

Teachers in Special Education indicated a greater need for "more sports" than the other teachers. Studies of students in Special Education reveal that the majority are boys. Sports would have a strong appeal to boys.

U.S. News

This was one of the few categories that all the teachers felt "more space" should be given.

Sex Education

Thirteen per cent of the teachers in Adult Basic Education and "Other" indicated "no space" be given to sex education. Forty per cent of the teachers in Special Education wanted "more space" for the subject. Perhaps adults would have less need for sex education than teenagers with less experience.

Dear Mary

There was unanimous agreement that less space be given to Dear Mary. A high percentage of the teachers in all three categories felt that "no space" be devoted to the weekly column.

Negro History

All the teachers indicated that "less space" be given to Negro history. Thirty-four per cent of the teachers in "Other" felt that there was too much on blacks. The percentage was considerably less among teachers in Adult Basic Education because there are probably more Negroes enrolled in Adult Basic Education programs. Twenty-eight per cent of teachers in Special Education indicated "less space" be given to the blacks. Whites probably outnumber the blacks in Special Education by a far greater margin than in Adult Basic Education.

Job Information

Nearly three out of four of the teachers in Special Education indicated "more space" be devoted to this subject. More than half of the Adult Basic Education teachers also felt this to be an important subject. On the other hand, 13 per cent of the teachers in "Other" indicated "less space" to job information. Since a large number of the students are foreigners, job information may not be as important to them as

learning about customs of the United States.

Spotlight

A fairly large number of the teachers in Adult Basic Education and Special Education indicated "less space" to this regular feature. Eleven per cent of the teachers in Special Education felt "no space" was needed for the spotlight. Only a few of the spotlight features were on teenagers, and this may be the reason Special Education teachers saw little value in the feature.

News Briefs

None of the three groups showed any interest in changing this subject. On the average, about 6 column inches are devoted to news briefs in each issue.

Crossword Puzzle

All three groups are content to leave this category as it is, although 8 per cent of the Adult Basic Education teachers indicated "less space."

Television

Teachers in Special Education desired more space be given to television than the other two groups.

Many of the educational programs are aimed at the younger people, and this may be one reason why Special Education teachers see a greater need for this subject. Nineteen per cent of the teachers in Adult Basic Education indicated "less space."

Weekly Quiz

A very large percentage of the teachers felt the quiz, usually appearing weekly, remain the same. Teachers in Special Education appear less satisfied.

Foods

Forty per cent of the Adult Basic Education Teachers indicated "more space" to this subject compared to 25 per cent in Special Education, and 16 per cent in "Other." A large number of the students in Adult Basic Education is female and this is probably why "foods" is desired more by Adult Basic Education teachers.

How to Budget Money

Next to job information, this subject pulled the greatest response from teachers in Adult Basic Education and Special Education. It seems that teachers in

"Other" prefer world and U.S. news. This may be partly due to the number of foreign students in the classes, and that the "Other" teachers feel that geography and history of the United States is more important.

Health

This subject was of equal high interest to Adult Basic Education teachers and those in Special Education. Sixty-six per cent of the "Other" teachers indicated the subject should remain the same space.

Children Upbringing

Teachers in Special Education had mixed reactions to this subject: 47 per cent indicated "more space," but 13 per cent felt that no space was needed. It would seem that teachers in Adult Basic Education would have greater interest in this subject because many of the adult students have families. A fairly high percentage of "Other" indicated "no space" to the subject.

Religion

Most of the teachers were content to leave this subject unchanged. However, 11 per cent of the teachers in Special Education indicated "no space" to

the subject. Only 2 per cent of the teachers in Adult Basic Education felt the same way.

Science

A larger percentage of the teachers in Adult Basic Education indicated "more space" to this subject than teachers in Special Education. In fact, 13 per cent of the Special Education teachers indicated "less space." Perhaps teachers feel television has taken over some of the responsibilities of teaching science.

Contrasts of Subjects.-This comparison of subject interests reflects the extreme, if not impossible, task of writing for specific interest groups. The reading interests (from the teacher's viewpoint) show a marked contrast in several subjects. Those in Special Education want more sports than those in Adult Basic Education. Teachers in Special Education and "Other" want more U.S. news than teachers in Adult Basic Education. Teachers in Special Education and "Other" want far "less space" devoted to Negro history than those in Adult Basic Education. Teachers in Adult Basic Education and Special Education want "more space"

given to job information, budgeting and health; however, those in "Other" do not. Teachers in Adult Basic Education are more interested in foods and science than those in Special Education and "Other." Teachers in Adult Basic Education and Special Education agree on several subjects, but those in "Other" seldom agreed with Special Education and Adult Basic Education teachers. Teachers in "Other" have little interest for job information, budgeting, and health--all rated high by Adult Basic Education and Special Education teachers. There is fairly unanimous agreement that "less space" be given to Dear Mary, Negro history, spotlight and television among the three groups, although they differ in degree.

How to satisfy each diverse interest group without offending the other is the key problem facing the editor of News For You. The selection of news and articles should be carefully adapted to the needs of each interest group.

> A newspaper editor is in a completely analogous situation. He cannot hope that every department of the paper, much less every item therein, will appeal to every member of his actual or potential audience. It would be

> utterly absurd for him to act on any such premise. What he must assume instead is that his audience is quite heterogeneous; that what will appeal to some will not appeal to others. His space is limited; he cannot publish everything that everyone might read. What he must undertake to do, therefore, is to meet the separate requirements of each reader and each reader group as well as he can. The editor should select news and feature items and allocate them within space available in such a way as to maximize the satisfaction of total potential reader demand and in terms of aggregate circulation.[23]

10. Would You Prefer an Eight-Page Paper?

TABLE 16

NUMBER OF TEACHERS PREFERRING AN EIGHT-PAGE NEWSPAPER

Reply	Number of Respondents	Percentage
Yes	47	33
No	65	45
No comment	27	19
(No Response)	5	3
Total	144	100

[23]Alan S. Donnahoe, "Mass Communications Theory: Macroscopic Approach," Journalism Quarterly, XXXIV (1957), pp. 443-451.

Increased Pages

The majority of the teachers seem satisfied with the present size of News For You. In Table 10, 69 per cent of the teachers indicated that four pages of reading material was enough for their readers. This question was included to compare results.

11. How Do You Feel About Advertisements in NFY?

TABLE 17

FEELING OF TEACHERS TOWARD ADVERTISEMENTS

Reply	Number of Respondents	Percentage
Makes no difference	31	22
Would like	28	19
Don't like	62	43
No comment	13	9
(No Response)	10	7
Total	144	100

Advertisements

The opponents of advertising almost double those favoring advertisements in the newspaper. During the

later part of the year, News For You ran several advertisements of their own in the newspaper announcing new educational books and materials for the teachers. Some of the comments against advertisements were: "all space should be used for reading," "it distracts the reader." Some teachers said they would be in favor of advertising if it "wasn't too prominent," "made more pages possible," and "cut costs."

12. How Did You Learn About NFY?

TABLE 18

SOURCE OF DISCOVERING NEWS FOR YOU

Method of Finding Out About News For You	Number of Respondents	Percentage
Advertisement	48	33
Friend	21	15
School Administration	49	34
Other	25	17
(No Response)	1	1
Total	144	100

Discovery of Newspaper

Nearly three-fourths of the teachers learned about News For You from advertisements or from the school administration. In either case, advertising was probably the medium of information. The category "friend" refers to fellow teacher or another person acquainted with the publication. "Other" refers to conferences, Laubach Literacy, Inc., workshops, and demonstrations of literacy materials held at various locations throughout the United States. With 72 per cent of the teachers using News For You less than two years, it seems that a "reselling job" is needed annually to promote the newspaper.

13. We Publish an Annual Teacher's Guide Early in the Fall. Do You Find it Useful?

TABLE 19

THE EFFECTIVENESS OF THE TEACHER'S GUIDE

Find Teacher's Guide Useful	Number of Respondents	Percentage
Yes	78	54
No	13	9
No comment	28	19
Not received	23	16
(No Response)	2	2
Total	144	100

Teacher's Guide

Only 9 per cent of the teachers found the Teacher's Guide to be of no use. Sixteen per cent of the teachers wrote on the survey that they had never received a Teacher's Guide, but would like a copy. The Teacher's Guide has been an annual publication since 1962. However, the editorial staff of News For You in July, 1969, were working on an experimental weekly edition. If response was favorable from the teachers, News For You planned to publish a Teacher's Guide on a weekly basis beginning in the fall of 1969-70.[24]

14. How Do Most of Your Students Find NFY?

TABLE 20

READING DIFFICULTY OF NEWS FOR YOU

Readability Level	Number of Respondents	Percentage
Easy to read and understand	40	28
Fairly easy to read, understand	62	43
Fairly hard to read, understand	16	11
Too hard to read, understand	0	0
Full range, hard and easy	15	10
(No Response)	11	8
Total	144	100

[24]Blakely, op. cit.

Reading Difficulty

It appears that the majority of the students have no problem reading the newspaper. No teacher found it too hard. It was not possible from this questionnaire to determine which edition was judged "fairly hard" because in most instances, the teacher used both "A" and "B" in the classroom. Ten per cent of the teachers indicated the newspaper was "hard for some students and easy for others," depending on the student.

15. We Changed Our Body Type and Flag of NFY This Year. Do You Like the New Look?

TABLE 21

FEELING TOWARD TYPOGRAPHICAL CHANGE

Like "New Look"	Number of Respondents	Percentage
Yes	86	60
No	8	6
No comment	45	31
(No Response)	5	3
Total	144	100

New Type and Flag

News For You switched from a Justowriter to a new IBM typesetting machine in January, 1969. The newspaper's flag was also redesigned. The majority of the teachers indicated they approved of the change. However, it may have been difficult for most of the teachers to remember what the original newspaper looked like. This probably accounts for the 31 per cent not responding to the question.(See page 125 for type size, face, etc.).

16. Have Your Students Ever Answered an Essay Question or Crossword Puzzle in NFY and Mailed it Back to Us?

TABLE 22

LETTERS FROM STUDENTS

Reply	Number of Respondents	Percentage
Yes	39	27
No	105	73
Total	144	100

Letters from Students

On the average, News For You receives about 300

letters from students replying to the monthly essay question. It is not known whether the same students write each month. A little over one-fourth of the teachers indicated that some of their students had responded to contests sponsored by News For You.

17. What is the Estimated Age Range of Your Students?

TABLE 23

AGE RANGES OF STUDENTS

Age Range	Number of Respondents ABE	Sp.	Other	Total Number	Percentage
10-12	-	1	1	2	1
13-19	-	51	16	67	47
20-65	53	1	17	71	49
(No Response)				4	3
Total				144	100

Age

This table indicates that nearly half of the readers of News For You are teenagers and in Special Education. In a survey conducted by Laubach Literacy, Inc., in 1965, the teenage readership was 53 per cent.[25]

[25] News For You survey, op. cit., p.1.

The age of the adults in this study ranged from 20 to 65. The U.S. Office of Education did a national survey of students in Adult Basic Education programs and reported that 46 per cent of the students were from 25 to 44 years of age. Only 10 per cent were 55 and over.[26]

18. What Race Are Your Students?

TABLE 24

RACE OF STUDENTS

Race	Number of Respondents ABE	Sp.	Other	Total Number	Percentage
Mostly white	13	41	18	72	50
Mostly Black	25	7	5	37	26
Even, black/white	13	3	4	20	14
Other	2	2	9	13	9
(No Response)				2	1
Total				144	100

Race

White students outnumber blacks in Special Education by about six to one, but in Adult Basic Education, black

[26]Findings from "Narrative Summary of National Data on Students in Adult Basic Education," U.S. Office of Education (Washington, D.C.: Government Printing Press, 1966), p. 1. See appendix for summary.

students predominate by about two to one. "Other" consists of Cubans, Spanish-Americans, American Indians, and foreign-born. However, the salient feature is that the majority of the readers are white. The U.S. Office of Education's national survey of Adult Basic Education programs revealed that 56 per cent of the students were white and 35 per cent black.[27]

When designing this questionnaire, special consideration was given to questions on race and sex. William Jacques, director of Washington Irving Adult Basic Education in Syracuse, disclosed to this writer that he objected to any questions relating to "race, sex, age, income or education" about students.[28] He felt that students were being "surveyed to death" and that his teachers were hesitant to provide researchers "personal information" about their students. It was the writer's belief that because of the current racial tension in the United States, questions on "race" are even more sensitive than before. To avoid antagonizing teachers, questions on race and sex in this study were worded in such a way as not to be too personal or

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[27] Ibid.

[28] William Jacques, director of Washington Irving Adult Basic Education, Syracuse, New York. Private interview held at his office, Syracuse, May, 1969.

officious. The questions were also placed near the end of the questionnaire in order not to discourage teachers from replying to the other questions. The teacher was asked only to indicate if the class was "mostly white or black." The question on sex was worded the same way. Only a few teachers failed to answer these questions. It was felt for this study that exact figures of age, race and sex were not necessary and that a generalized account would be sufficient.

19. What Sex Are Your Students?

TABLE 25

SEX OF STUDENTS

Sex	Number of Respondents AHE	Sp.	Other	Total Number	Percentage
Mostly male	13	23	12	48	33
Mostly female	21	4	8	33	23
Even, male/female	19	26	15	60	42
(No Response)				3	2
Total				144	100

Sex

This table tends to support previous studies on

the sex of students enrolled in reading classes. This study indicates that the majority of students in Special Education are boys. Helen Robinson reported in a reading study that the majority of reading failures seemed to be boys.[29] Fifty-six per cent of the students in Adult Basic Education programs in a national survey were found to be women.[30] From this table, it seems that a little more than half of the readers are male.

20. What Type of Class Do You Teach?

TABLE 26

TYPE OF CLASS USING NEWSPAPER

Class	Number of Respondents	Percentage
Adult Basic Education	53	37
Special Education	53	37
Other	38	26
Total	144	100

Class

The criterion for determining what category to place the questionnaire was left to the writer. If not marked Adult Basic Education or Special Education by the

[29]Helen M. Robinson, Why Pupils Fail in Reading (Chicago: The University of Chicago Press, 1946), p. 96.

[30]Findings from "Narrative Summary of National Data on Students in Adult Basic Education," op. cit., p. 1.

teacher, the survey was considered "Other." The writer found 13 questionnaires marked "Other" were classes for the foreign-born. Four were classes for Cuban refugees; two American Indian; and two Spanish-American. Other classes consisted of remedial reading five (not classified as Special Education), prison pre-release, Job Corps, special reading programs, and classes for pregnant adolescents.

21. Is There Any Article You Think Should Not Be in NFY? If "Yes," What Article and Why?

TABLE 27

CENSORSHIP OF CONTENT

Reply	Number of Respondents ABE	Sp.	Other	Total Number	Percentage
Yes	3	10	5	18	13
No	42	35	23	100	69
(No Response)				26	18
Total				144	100

Censorship

Teachers in Special Education were more inclined to think that some subjects should not be printed in the

newspaper. This is probably due to the age group of the students. Special Education teachers probably feel a greater need to protect their students. However, the majority of the teachers indicated that there was nothing in the newspaper that should not be printed. This question required a written reply from the teachers and this may be one reason why more didn't respond. The three Adult Basic Education teachers replying to the question felt that "Dear Mary and sex education" should not be printed. The 10 teachers in Special Education had these comments: "Tell it to Mary is too trite; topics superficially treated; Dear Mary too juvenile, kids say stupid (5 comments against Dear Mary); on spotlight (3): "students bored by it; same thing over and over. Two teachers were against the Negro history articles: "feel your section on Negro history plays the hatred angle a little too heavy; like some white history, too." One teacher commented that "nothing should be printed about people who consider Sunday a playday."

Two teachers in the "Other" category mentioned that Dear Mary had little value: "her advice is ridiculed

by my students; they say she can only tell them to seek a counselor." Comments against Negro history (2) were: "we feel that there was too much emphasis on the slavery articles. Stress on Negro history being one-fourth of paper not pertinent--general history more applicable to people new to country." Additional comments were: "too many stories of bad men of the west type;" one teacher felt that the crossword "took up space better devoted to students' daily needs, interests and abilities."

22. What Do You Like Best About NFY?[31] (Open end question).

Like Best Comments from Adult Basic Education Teachers

Reply	Frequency of Mention
Easy to Read, Understand	15
Variety	7
Current News	7
Concise	5
Spotlight	5
Black History	4
Interesting Format	4
Adult Oriented Paper	3
Good Pictures	3
News Briefs	3
Crossword Puzzle	3
Prompt Delivery	2
Interest Level	2
Money Articles	2

[31]The following verbatim comments for questions 22-24 include all the replies.

Verbatim Comments

"It brings items of interest to adults at a level they can handle."

"It makes it possible for poor readers to read an adult newspaper."

"Generally like: Tell it like it is."

"Good way to teach current news, easier than local paper to read."

"Easy to read and understand."

"Have greatly appreciated the recent black history series."

"Attractive format."

"Material written on lower level but adult words."

"The makeup is exciting and readable."

Like Best Comments from Special Education Teachers

Reply	Frequency of Mention
Current Topics	9
Easy Reading	7
Job Information	5
Wide Range of Topics	4
World Events	3
Foods	3
News Coverage	2
Picture News	2
Similarity to Newspaper	2
Dear Mary	2

(Cont.)

Reply	Frequency of Mention
Black History	2
News Briefs	2
Money Articles	2
Conciseness	2
Comprehensive News	2

Verbatim Comments

"Good as a general information paper."

"Relevant or 'adult' information presented on a level my students can understand."

"Provides material found in newspapers."

"It is current--the things the students are thinking and talking about now."

Like Best Comments from "Other" Teachers

Reply	Frequency of Mention
Easy to Read, Understand	8
Current News	6
Variety of Coverage	5
Large Type	3
World News	3
U.S. News	2
Pictures	2

Verbatim Comments

"Short articles of general interest."

"It's no-nonsense impartiality and sane counseling."

"Variety helps keep the interest of students from many different countries."

"It is pertinent and relevant."

"Articles about Negroes, particularly human interest."

"Keeps the men informed in a paper they can understand."

"The human relations stories which are in keeping with the encouragement of inter-action."

Best Liked Aspects of the Newspaper

The best liked aspects of News For You are its readability (30 mentions), its current news (22), and its variety of topics (16). Teachers in Adult Basic Education, Special Education and "Other" seem to agree on these three top features.

23. What Do You Like Least About NFY? (Open end question).

Like Least Comments from Adult Basic Education Teachers

Reply	Frequency of Mention
Dear Mary	6
Black History	4
Spotlight	2

Verbatim Comments

"Lack of ads which make it seem an artificial paper."

"I'm white so perhaps that is why I feel there is too much news of Negroes."

"Over-emphasis on race, problems, personages."

"Too black oriented, need more about other minority groups."

"Too much space for Spotlight."

"The style, often sentences are awkward to read."

"Too much black history."

"Tell it to Mary of no use to our students."

Like Least Comments from Special Education Teachers

Reply	Frequency of Mention
Emphasis on Negroes	8
Spotlight	3
Dear Mary	2
Paper too Small	2

Verbatim Comments

"Dear Mary letters are too infantile."

"So much coverage of disadvantaged youth in the urban area does not apply to us."

"For my all Caucasian class, Negro history was too much, tho, I understand why so much was in - very interesting."

"Style too simple, reading level could be raised

in "B"."

"Sentence structure too simple."

"Hatred angle of whites toward Negroes in Negro history."

"Paper concentrates too much on Negroes."

"Lacks coherence."

"Too much on one page."

"Old news."

"While an important subject, too much emphasis on matters pertaining to and about Negroes."

"Too much stress on adult affairs, not enough on teenagers."

"It's harsh tone for 'whitey'."

"Too much stress on racial hotbed."

"Lengthy world news."

"Articles for adults (mine still in high school)."

Like Least Comments from "Other" Teachers

Reply	Frequency of Mention
Emphasis on Negroes	6
Dear Mary	4
Adult Articles	2

Verbatim Comments

"Excessive material on one topic."

"Sometimes an issue seems concerned exclusively with Negroes - my class is not interested."

"The stress this year on Negroes."

"Proof reading is not thorough. It permits too many spelling and punctuation errors which confuse our trusting readers."

"My students find it difficult to understand abstract news, expressions, and reporting."

"Too much space devoted to welfare articles."

"Lack of sports coverage."

"Maybe a little too obviously directed toward ethnic groups."

"Lately, there has been too much on the Negro."

"Emphasis on racial and discriminating issues."

"Sometimes delivered too late to use the week published."

Least Liked Aspects of the Newspaper

The black history series drew the most criticism from the teachers (18 mentions). Dear Mary was

criticized by 12 teachers. These were the two least liked articles.

24. How Could NFY Be Improved?

<u>Suggestions for Improvement from Adult Basic Education Teachers</u>

"I think you should strive for sentence variety. There are too many simple, declarative sentences."

"Simplify the "A" edition. Simple vocabulary is needed."

"More American history."

"More bibliographies of well-known people."

"More success stories about Negroes."

"Less emphasis on negative news."

"Occasional discussion about words and their use."

"More household hints."

"One-half page at lower level."

"More discussion of progress in race relations."

"Some emphasis on people who show that more privileges mean more responsibility."

"More news and articles about younger people, the disappointments they face, their adapting to a new and changing world."

"Larger paper."

"More natural science."

"I think your emphasis should remain in Adult Basic Education."

"Carry Chicano (Mexican-American) history, we want to know our identity, too."

"Go into depth when dealing with news."

"Language should be more difficult."

"Include editorial."

"A study guide to aid students in reading the paper could be included."

"More geography and geographic stories."

"Have a middle-page insertion - 6 pages."

"Be more accurate."

Suggestions for Improvement from Special Education Teachers

"More about teenagers."

"By continuing to present the news truthfully and by reminding readers that freedom isn't free. A strong nation is a responsible one."

"Cut down on world news."

"Less news briefs."

"Would like to see more controversial matters discussed and different view points presented."

"Less hatred angle in Negro history."

"Add color."

"U.S. and world news written in a simpler manner."

"More story type articles on family life."

"More pages."

"Cover more Negro and other minority groups in depth."

"Print answers at bottom of page and separately."

"Publish answers to quiz on a separate weekly Teacher's Guide."

"Tighten up overall format."

"Make more exciting, dynamic."

"More opinions, editorials."

"More in tune with exceptional student in terms of real, serious problems."

"A special edition with more pictures for hearing impaired children."

"More news briefs."

"More quiz ideas."

"More difficult crosswords."

"Give white people a little more representation."

"The format could be better organized, less jumbled."

"Things should not be presented in such a cut and dried manner."

"You don't stimulate much interest."

"Expand services in the areas of sex education and child rearing and add to Dear Mary."

"Larger print."

"More Puerto Rican news."

"More on science and natural study."

"More sports."

"More news."

"Be more objective and less editorializing under featured titles."

"More, shorter articles."

"When writing what is wrong, don't place all blame on one race."

"Talk about people as people, not as black, white or whatever."

"Feature more school age people in "Spotlight" and show how they have overcome educational blocks, and succeeded in life."

"Questions and answers for each page."

"A line or two of humor."

"Larger paper."

"Make it more like a city newspaper with ads, jobs, help-wanted sections."

"Include a short quiz area."

"How about Spotlight on well-known people, world figures, actors, etc., who have risen from lowly places in life? My students seem disinterested in the lives of unknowns."

"Critical review of TV--notice of shows 10 days in advance instead of current week."

"More pictures."

"Insert student's letters, poetry."

<u>Suggestions for Improvement from "Other" Teachers</u>

"Keep all items short."

"Gear more toward the foreign student."

"More American history."

"More geography."

"My students want to learn all they can about their new country."

"A simpler edition (like old "AA") would help us."

"Gear it more toward the general adult population and less toward specific groups."

"More international news."

"More human interest in the news stories."

"Spotlight should feature a minority group member who successfully broke down barriers of prejudice, especially in the areas of housing and interracial marriage."

"Crossword puzzle--use of words other than those based in articles."

"More photos."

"More news."

"More features."

"More pages."

"More about American Indian."

"A third higher level."

"Take a bit more care with checking facts."

"Would like a Teacher's Guide with each weekly copy."

"Larger print."

Analysis of Teachers' Suggestions for Improving the Newspaper

No attempt was made to assimilate the suggestions for improvement because of the diversity of the replies. These suggestions more or less reiterate what has already been indicated in previous questions. However, there were numerous suggestions dealing with ideas to aid the teacher, for example, "Publish answers to quiz on a separate weekly Teacher's Guide," "more quiz ideas," "more difficult crosswords," "occasional discussion about words and their uses," "a study guide to aid students in reading the paper could be included."

The suggestion to print "notice of television shows 10 days in advance instead of current week" may be an idea worth considering, too.

CHAPTER V

CONTENT ANALYSIS OF NEWS FOR YOU

A content analysis by itself can amount to a thesis. However, to exclude a content analysis of News For You would leave unanswered the criticism voiced by 25 per cent of the teachers that the newspaper was "too black." This analysis will attempt to find out if that criticism was valid.

The teachers in this study indicated that "more space" was needed most for the following subjects: 1) job information; 2) how to budget money; 3) health; 4) U.S. news; and 5) children upbringing. They indicated "less space" for Negro history, spotlight, Dear Mary, television, and sports. They felt "no space" be devoted to Dear Mary, sex education, children upbringing, religion, and foods.

Categories have been set up to determine how much space was devoted to the above subjects.

The categories used for this analysis were

adapted from a system of categories developed by Chilton Bush.[1] Some of the categories devised by Bush have been dropped from this analysis and others have been developed. "It should be obvious to the reader that any set of categories relating to reader interest will have to change from time to time to fit the news... certain new categories would have to be developed."[2]

Because News For You consists of only four pages and is aimed at new literates, Bush's category of "Communism in the United States," would have no relevance. A category like "Agriculture" would also be inconsequential. The primary requirements for any set of categories are that they must be tailored to fit the needs of the study so they will provide the answers to the questions asked.[3]

The following categories were added to this analysis: "sports," "welfare and the poor," "jobs," "Dear Mary," "quiz and essay," "letters to editor," "crossword puzzle," and "foods." These are categories that pertain specifically to News For You and are necessary for this analysis. These categories were

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[1]Chilton R. Bush, "A System of Categories for General News Content," Journalism Quarterly, XXXVII (1960), pp. 206-210.

[2]Ibid.

[3]Richard W. Budd and Robert K. Thorp, Introduction to Content Analysis (Iowa City: State University of Iowa, 1963), p. 10.

not listed in the Bush system.

The Categories[4]

People Well Known.-Persons well known to most readers of the particular newspaper because of their fame or notoriety or particular accomplishment.

People Not Well Known.-Persons in the news because of their particular accomplishments or activities or positions, but not well known to the usual reader of the newspaper. For example, spotlight.

Hollywood.-Persons not otherwise well known who are associated with the Hollywood entertainment industries.

Our Nation.-An element with which almost all readers might identify themselves as members of this nation. Also applies to geography and history in this particular study.

Our Allies.-News which is or seems to be related to the security or welfare of the United States.

Our Enemies.-Political and economic events in the Communist controlled nations.

Politics.-News about politics on the state, and

[4]Bush, op. cit., pp. 208-210.

national level; all aspects, issues, candidates, leaders, criticisms of government activities laden with political implications.

Rebellion.-News of demonstrations, strikes, student protests, and violent action against an issue or group or institution in the United States.

War.-Actual hostilities between two or more nations.

Taxes and Prices.-News about the establishment, abolishment, or changes in rates of taxes which could have a direct affect on the reader. News about the fluctuation of the prices of consumer items.

Labor.-News chiefly concerned with the conflict element of organized labor in society: strikes, anticipated strikes which could affect the welfare of the country. Also includes teacher's strikes.

Crime.-News of criminal trials, acts of crime, arrests.

Sex.-News dealing with sex education and with sex relations of males and females.

Accidents and Disasters.-News involving disasters

of nature, fires, floods and explosions. Also accidents befalling individuals.

Race Relations.-News concerned with the segregation of and the conflict between blacks and whites. Includes Negro history.

Money and Budgeting.-News in which the amount of money involved is a separate element of interest to the reader like budgeting.

Health.-News of diseases, cures, epidemics with which most readers might identify; also news of public health, national welfare, and health agencies.

Science.-News from the natural and social sciences involving theory, inventions, space and innovations.

Religion.-News about churches, religious faiths, and religious leaders.

Natural Deaths.-News of natural deaths, obituaries.

Education.-News of private and public schools, colleges, trade schools, adult education.

Children/Teenagers.-News of the activities of the youngster in school; also of teenagers, juvenile delinquency. Includes upbringing of children.

Animals.-News involving animals, including pets.

Amusements.-News of entertainment, events, radio, television, and movies.

Sports.-News relating to world of sports, amateur, and professional.

Welfare of Poor.-News about people on welfare and relating to the poor.

Job Information.-News of the world of work, where to find jobs, what jobs are available, how to apply.

Dear Mary.-News involving personal reply to readers.

Quiz and Essay.-News of educational value to teachers and students.

Letters to Editor.-Replies from students answering essay questions.

Crossword Puzzle.-Form of educational aid to students.

Foods.-News of foods and preparation of food stuffs.

Miscellaneous.-Includes articles not covered by

other categories.

Definition of Column Inch

The page size of News For You is 11½" x 17½", four-pages, four columns to a page. A column inch is 2-7/16 inches wide.

On the Justowriter, a column inch in the "A" edition consisted of four lines to an inch (20-25 words) and in the "B" edition, 6 lines per inch (25-30 words). Type size was approximately 12 point with 4 point leading in "A" edition. There was less leading in the "B" edition. After the change to the IBM computerized composing machine in January, 1969, a column inch in "A" edition was 4.8 lines per inch (12 point type, 3 point leading) and in "B" edition, 6 lines per inch for news (pages 1 and 2) and 5.54 lines for pages 3 and 4. Type size was 11 point with 1 point leading. Type face was Press Roman.

Edition "A" was used for this content analysis because it had the largest circulation in the classrooms.

TABLE 28

NUMBER OF COLUMN INCHES DEVOTED TO EACH CATEGORY
FROM SEPTEMBER TO JUNE, 1969

Category	Number of Column Inches								
	September				October				
	4	11	18	25	2	9	16	23	30
People Well Known	1	-	-	-	-	17	-	-	-
People Not Well Known	23	23½	22	19	21	-	23½	24	13
Hollywood	-	-	-	-	20	-	-	-	-
Our Nation	18	18	15	16	14	-	-	-	-
Our Allies	-	-	-	1	-	18½	22	9	1
Our Enemies	5	7	-	1	9	-	-	-	-
Politics	32	27	3	23	8	25	17	31½	59½
Rebellion	2	6	-	-	-	1½	-	-	-
War	-	1	22½	-	1½	-	22	-	6
Taxes and Prices	-	-	-	-	-	-	2	-	-
Labor	-	-	9½	1	2½	1	-	1	-
Crime	-	1	2	-	1½	1	-	-	-
Sex	-	-	-	-	-	-	-	-	-
Accidents and Disasters	-	6	-	2	-	-	-	-	1
Race Relations	-	-	-	-	-	17	19	22	23½
Money, Budgets	-	-	35	-	-	-	-	-	-
Health	13	22½	20	16½	43	16	21	-	2
Science	-	-	-	-	-	-	-	10½	7
Religion	8	-	-	-	7	-	-	-	-
Natural Deaths	1	-	-	-	-	-	-	-	-
Education	-	1	-	-	-	-	-	-	-
Children/Teenagers	-	-	-	-	-	-	-	-	-
Animals	-	-	-	-	-	-	-	-	-
Amusements	-	6	3	9	4	-	2½	6	-
Sports	-	-	-	1	20	-	-	1	9
Welfare of Poor	-	-	4½	30½	-	-	2	-	-
Jobs	-	-	-	-	-	-	-	-	-
Dear Mary	13	7	10	12	8	12½	10	10	6½
Quiz and Essays	7	8	18	7	11	5	11	10	3
Letters to Editor	-	30	-	-	-	-	-	26½	-
Puzzle	-	-	-	-	-	16	-	-	-
Foods	-	-	-	-	-	-	-	17½	6½
Miscellaneous	-	-	-	-	-	-	-	-	-
Total	123	164	164½	139	150½	150½	152	169	138

TABLE 28 (CONT.)

Category	Number of Column Inches						
	November				December		
	6	13	20	27	4	11	18
People Well Known	2	-	-	-	-	15½	-
People Not Well Known	23	20	-	28	27	22	15
Hollywood	-	-	-	-	-	-	-
Our Nation	18	15	-	-	-	-	-
Our Allies	-	2	-	-	8	-	-
Our Enemies	7	-	1	1½	-	-	-
Politics	10½	12½	69	14	-	1½	-
Rebellion	2	-	-	-	-	7½	10
War	-	20	8	1½	7	7½	2½
Taxes and Prices	-	-	-	-	-	4½	9
Labor	-	-	-	9	1½	-	-
Crime	-	-	5	-	2½	3½	-
Sex	-	-	-	-	-	-	-
Accidents and Disasters	-	3	2	-	9	3	1
Race Relations	22	23	20	24	22	23	22½
Money, Budgets	-	-	-	-	-	-	15
Health	-	-	-	-	16	14	-
Science	-	-	-	-	-	18	1
Religion	-	-	1	6	-	-	48½
Natural Deaths	-	-	-	-	-	-	-
Education	15	-	-	-	-	-	-
Children/Teenagers	-	-	-	-	-	-	-
Animals	-	-	-	-	-	-	-
Amusements	-	5	-	3½	-	9	15
Sports	15	-	14	-	14	-	1
Welfare of Poor	-	-	-	-	-	-	-
Jobs	-	-	-	-	-	-	-
Dear Mary	8	10	8	10	6½	7½	7
Quiz and Essays	11	12	9	6	15	7½	15
Letters to Editor	-	-	-	-	36	-	-
Puzzle	-	-	-	-	-	-	-
Foods	18	30	14	34	3	-	-
Miscellaneous	-	-	-	18	-	-	-
Total	151½	152½	151	155½	167½	144	162½

TABLE 28 (CONT.)

Category	Number of Column Inches							
	January				February			
	8	15	22	29	5	12	19	26
People Well Known	-	-	5	-	-	18½	-	-
People Not Well Known	16	22	21	22½	23	23	43	28½
Hollywood	-	-	-	-	-	-	-	-
Our Nation	3	-	-	3	-	-	-	-
Our Allies	-	-	2	-	1	-	-	-
Our Enemies	-	-	3	6½	3½	-	2½	1
Politics	-	10½	17	29½	6	11½	8½	1
Rebellion	-	2	-	-	-	-	-	6
War	13	12	-	7	13	2	-	27½
Taxes and Prices	-	-	-	-	-	-	-	-
Labor	-	1	1½	-	-	-	-	1
Crime	-	7½	-	1	-	3½	-	8
Sex	-	-	-	-	-	-	-	-
Accidents and Disasters	-	-	-	1	7½	-	1	1
Race Relations	15½	21	16½	25½	20	24	20	-
Money, Budgets	28½	14½	-	-	15	-	-	16
Health	1½	-	-	-	40½	-	5	-
Science	11	-	10	-	-	1	-	-
Religion	-	-	-	-	-	1	-	-
Natural Deaths	-	1	-	-	-	-	1	-
Education	-	-	-	-	-	-	5½	-
Children/Teenagers	-	-	-	-	-	-	-	19
Animals	-	-	-	-	-	-	-	-
Amusements	4½	9	4½	11	7	7½	8	-
Sports	-	-	1	-	-	-	2	-
Welfare of Poor	-	-	-	-	-	6	-	4½
Jobs	-	-	-	-	-	-	15	-
Dear Mary	8	10	9½	8½	8½	9	10½	7
Quiz and Essays	6	11	4	14	14	5	11	10
Letters to Editor	-	55	-	-	-	-	-	26
Puzzle	3½	-	16	16½	-	15½	18½	3
Foods	-	-	20	-	-	-	-	-
Miscellaneous	-	-	-	18	-	-	-	-
Total	115½	176½	136	161	159	132½	151½	159½

TABLE 28 (CONT.)

Category	Number of Column Inches								
	March				April				
	5	12	19	26	2	9	16	23	30
People Well Known	1	1	-	-	5½	36	-	-	-
People Not Well Known	21	24½	21	18	20½	-	17	22	18
Hollywood	-	-	-	-	-	-	-	3	-
Our Nation	-	-	-	-	-	-	7	-	-
Our Allies	3	8	2½	-	5½	-	-	-	-
Our Enemies	1	1	1½	1	-	-	-	-	2
Politics	1½	1½	2	10	10	-	-	10½	-
Rebellion	-	7½	1	-	11	27½	-	-	1½
War	8	4½	10½	1	7	-	5½	6½	10½
Taxes and Prices	-	17	21	-	-	-	1	-	6½
Labor	-	-	-	1½	-	-	-	-	-
Crime	38½	2	22	23½	22	-	3	18	26½
Sex	-	-	-	-	-	-	-	-	-
Accidents and Disasters	-	-	1	1½	-	-	1	2	14½
Race Relations	23	19	16½	17½	18	23	23	18½	21
Money, Budgets	-	-	-	15	13½	12	-	15½	12
Health	-	1	-	-	1½	-	1	1	-
Science	3	9½	26	1	-	15½	-	22	-
Religion	-	-	-	-	1½	-	-	-	1
Natural Deaths	-	-	-	-	13	-	-	-	-
Education	-	-	-	-	-	-	-	-	1
Children/Teenagers	-	1½	-	-	-	-	-	-	-
Animals	-	-	-	-	-	-	-	-	-
Amusements	-	-	12	9	14	-	-	3½	3½
Sports	-	18½	-	15½	-	-	6	-	-
Welfare of Poor	10½	-	-	9	-	-	1	2½	-
Jobs	-	16	-	1	-	-	12	-	-
Dear Mary	7	7	8	7	10½	9	10	8	8½
Quiz and Essays	4	16	11	15	11	10	-	6	9
Letters to Editor	-	-	4	-	-	-	45	-	-
Puzzle	-	-	-	-	-	-	9	-	-
Foods	20	-	-	-	-	-	20	-	-
Miscellaneous	23	-	-	-	-	-	-	-	-
Total	174½	155½	160	146½	164½	133	161½	139	135½

TABLE 28 (CONT.)

Category	Number of Column Inches			
	May			
	7	14	21	28
People Well Known	-	-	5	-
People Not Well Known	25	24	23½	21½
Hollywood	-	-	-	-
Our Nation	-	3½	-	17½
Our Allies	9	2	1	2
Our Enemies	-	-	1	-
Politics	1	-	9	13½
Rebellion	7½	1½	7	-
War	2	6½	10½	1
Taxes and Prices	-	-	-	8
Labor	-	-	-	-
Crime	-	-	-	6½
Sex	-	-	-	-
Accidents and Disasters	1	-	-	1
Race Relations	58	40	-	16½
Money, Budgets	-	1½	-	-
Health	-	-	-	-
Science	-	7½	-	5½
Religion	-	-	4½	-
Natural Deaths	-	-	-	-
Education	-	7	-	-
Children/Teenagers	16½	11	-	-
Animals	-	-	-	-
Amusements	5	-	5½	3½
Sports	-	11	-	-
Welfare of Poor	5½	1	36½	2
Jobs	-	160½	-	-
Dear Mary	6	9	6	5
Quiz and Essays	10	14½	14½	-
Letters to Editor	-	-	-	-
Puzzle	2½	-	11½	12
Foods	-	-	-	20
Miscellaneous	-	-	-	-
Total	149	297	135½	135½

TABLE 29

TOTAL NUMBER OF COLUMN INCHES DEVOTED TO EACH CATEGORY FROM SEPTEMBER TO JUNE, 1969

Category	Total Column Inches
People Well Known	107½
People Not Well Known	759
Hollywood	23
Our Nation	153
Our Allies	97½
Our Enemies	60½
Politics	486½
Rebellion	101½
War	247½
Taxes and Prices	69
Labor	30½
Crime	203½
Sex	0
Accidents and Disasters	59½
Race Relations	674½
Money, Budgets	193½
Health	235½
Science	148½
Religion	78½
Natural Deaths	16
Education	29½
Children/Teenagers	48
Animals	0
Amusements	170½
Sports	129
Welfare of Poor	115½
Jobs	204½
Dear Mary	318
Quiz and Essays	351
Letters to Editor	222½
Puzzle	96
Foods	231
Miscellaneous	59

Analysis of Categories

Categories receiving the most space in News For You from September to June, 1969 were:

1. People Not Well Known (mostly spotlight)- 759 column inches
2. Race Relations - 674 column inches
3. Politics - 486½ column inches
4. Quiz/Essay - 351 column inches
5. Dear Mary - 318 column inches

Categories receiving the least space:

1. Sex Education - no column inches
2. Animals - no column inches
3. Natural Deaths - 16 column inches
4. Hollywood - 23 column inches
5. Children/Teenagers - 48 column inches

In Chapter IV of this study, teachers indicated that "more space" was needed in the newspaper for the following top five subjects: job information, how to budget money, health, U.S. news, and children upbringing. News For You devoted the following column inches to these subjects:

1. Job Information - 204½ column inches

2. Money, Budgeting - 193½ column inches

3. Health - 148½ column inches

4. U.S. News - 2311 column inches

5. Children/Teenagers - 48 column inches

Job Information

The amount of space devoted to job information was 204½ column inches or 4 per cent of the available space. However, 160 of the 204½ column inches appeared in one special eight-page edition May 14. The first article relating to jobs ran February 19, 1969, entitled: "U.S. Company Trains Unskilled Workers," (15 inches). Articles about job information appeared sporadically after that. There were no regular series on jobs in the newspaper. Job information was the subject teachers (57 per cent) rated highest in terms of "more space" needed in the newspaper.

How to Budget Money

Space devoted to money and budgeting was 193½ column inches or 3.4 per cent during the year. The first article, "Credit Unions Help Cut the Cost of Being Poor," ran September 18 (35 inches). The next article

"Tis the Season to Lose Money," (15 inches) ran December 18. The articles appeared infrequently throughout the year. Nearly all the articles on money and budgeting were prepared by the Office of the Onondaga County Cooperative Extension, Syracuse. In terms of "more space" needed in the newspaper, budgeting was the second highest (50 per cent) behind job information.

Health

Total column inches devoted to health in News For You was 148½ or 3 per cent. Health was a subject for which 46 per cent of the teachers felt "more space" was needed, making it the third highest subject for which "more space" was desired. Articles on health appeared sporadically in News For You. There was no regular health series, although the Onondaga County Health Department ran a series of health articles from September 4 to October 21. Representative samples were: "Menopause Doesn't Need to be a 'Change of Life'," September 4 (13 inches); "Aches and Pains of the Golden Years," September 11 (22 inches).

U.S. News

The total number of column inches devoted to U.S. news is difficult to ascertain. In a literal sense, all news printed in the newspaper, other than world news, is U.S. news. However, in this study, U.S. news is news confined to pages 1 and 2. Categories considered U.S. news were: Hollywood, politics, war, taxes and prices, labor, crime, accidents and disasters (if not foreign), science, religion, natural deaths, welfare and poor, and rebellion. These categories total 2,311 column inches or 40 per cent of available space. For example, on October 30, 1968, the following articles appeared on page 1 and would be classified as U.S. news: "Apollo 7 Comes Home," "U.S. Tries New Peace Offer," "U.S. Olympic Victories Marked by Black Runners' Protest," and News Briefs (5 inches). Page 2 news articles were: "How About a Nixon-Muskie Ticket? Or Agnew for President?"; "Small Party Candidates Run for President;" and "Candidates Argue Vietnam Issue." Forty-four per cent of the teachers indicated "more space" was needed for U.S. news. It appears that

"news" may be one of the top features of News For You.

Children/Teenagers

The amount of space devoted to this category was 48 column inches or .1 per cent. The category consists of articles designed to help the parent understand and plan his child's future. It included articles on teenagers and their problems and successes. The first article ran February 26, 1969 entitled, "Plan for Your Child's College," (19 inches). A May 7 issue ran "Children's Toys' Helps Them Learn and Grow" (16 inches). Very little space was devoted to this category during the year; however, 38 per cent of the teachers indicated "more space" was needed in the newspaper. Out of the 37 spotlight features placed in the category, "People Not Well Known," 8 were about teenagers.

The top five subjects receiving "less space" mentioned were: Negro history, spotlight, Dear Mary, television, and sports.

Negro History

Negro history was included in the category,

Race Relations. Space devoted to this category was 674½ column inches or 12 per cent. The Afro-American series started October 9 and ran weekly until June. It traced the history of the black man's role in American history. One-fourth of the teachers indicated that too much space was devoted to blacks in the newspaper. Blacks featured in spotlight were not included in this category, but under People Not Well Known. The content of the story determined the category place in this case. Out of 36 Spotlights, 15 were of blacks. The April 23 issue ran a black spotlight (22 inches) and a black history articles (18 inches). Both articles were accompanied by photographs. The May 28 issue carried three black photographs on page 2; a black history article on page 3 (16 inches); and a black spotlight with two related photographs (21 inches). Page 4 usually consists of the spotlight article, a small television article and the quiz, crossword puzzle or some other educational aid for the teachers. The frequent criticism that News For You was too black probably stems from issues which carried a considerable amount of black articles.

Spotlight

This subject was included in the category, People Not Well Known. A total of 759 column inches or 13.3 per cent of the space in News For You was devoted to spotlight, a weekly feature. Most people featured in spotlight were ordinary people contributing something to society. Out of 36 spotlights, 15 were white native Americans, 15 black, and 6 of other national groups. Fifteen per cent of the teachers indicated "less space" be given to this subject.

Dear Mary

A weekly feature, the amount of space devoted to this subject was 318 column inches or 6 per cent. Only four other categories received "more space" in the newspaper than Dear Mary. Twelve per cent of the teachers indicated "less space" for this subject; it was the third most frequently mentioned subject for less space.

Television

Included in the category of "amusements," the amount of space given to television was 170 column

inches or 3 per cent. Besides listing various educational shows for the week, the television article included new television shows for the year, and ran articles such as CBS's firing of the Smothers Brothers. Ten per cent of the teachers felt too much space was devoted to television during the year.

Sports

Sports received 129 column inches or 2.3 per cent of the space in the newspaper. Articles on sports appeared infrequently throughout the year. Most of the articles were about sports personalities. For example, the October 20 issue ran "Joe Namath Stars as Jets' $427,000 Quarterback." Eight per cent of the teachers thought that there was too much sports in the newspaper.

The top five subjects marked most frequently for "no space" were: Dear Mary, sex education, children upbringing, religion, and foods.

Dear Mary

Fourteen per cent of the teachers indicated "no space" was needed for Dear Mary, and 12 per cent

indicated "less space." It was the only subject marked most frequently by teachers for both "less space," and "no space." (Twenty five per cent of the teachers felt "less space" was needed for Negro history but only 3.5 per cent saw no need for it). A total of 318 column inches or 6 per cent of the space in News For You was devoted to Dear Mary, a weekly feature.

Sex Education

One teacher wrote on the survey next to the question about sex education: "where is it?" In fact, no article on sex education was printed in the newspaper. However, Mary Stewart (Dear Mary) occasionally replies to her readers on questions relating to sex education. A health article, "Dangerous Venereal Diseases Can be Treated," (October 2) could be classified as sex education in a general sense. Ten per cent of the teachers indicated "no space" was needed for sex education. The debate over sex education continues to grow. "In at least 15 state legislatures and Congress, legislation that would investigate, restrict or ban sex education in public schools is being considered."[5]

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[5]Ernest Dunbar, Look, September 9, 1969, p. 15.

Children Upbringing/Teenagers

In contrast to the 38 per cent of the teachers who wanted more space to children upbringing, 8 per cent also wanted "no space." However, only 48 column inches or .1 per cent appeared in the newspaper during the year. Little space was devoted to children or teenagers.

Religion

The amount of space given to religion was 78 column inches or 1.4 per cent. Forty-eight column inches appeared in one issue, December 18, to mark the Christmas season. Eight per cent of the teachers felt "no space" should be given to religion. Most of the religious news in News For You was about religious leaders such as the Pope.

Foods

Space devoted to foods was 213 column inches or 4 per cent. Six per cent of the teachers indicated "no space" was needed on foods. Six straight articles on foods ran from October 23 to December 4. "Breakfast Starts Your Day Right," ran November 20. The January

29 issue ran "Shop Carefully to Save Money on Canned Foods." Nearly all the articles were directed at the female adult. Food and health articles alternated sporadically throughout the year.

This analysis shows that black news did on occasion predominate the newspaper, especially when a black spotlight appeared with the weekly black history series. The three top subjects, jobs, budgeting and health, indicated by teachers for "more space" appeared desultory throughout the year in the newspaper. Job information received 204½ column inches; budgeting 193½ column inches, and health 148½ column inches. None of the three was a regular feature. The amount of space devoted to politics stands out sharply in Table 28 during the first part of the year. The reason being that 1968 was national election year and News For You printed a considerable amount of news about the candidates and their views.

Picture Analysis of Newspaper

Photographs are the daily butter, if not the bread, of newspapers and many magazines. People will

usually stop and look at a good picture, even if they can't read or write. The writer felt that a picture analysis of News For You was important to this study because the newspaper uses a large number of pictures each week and to ignore them would be excluding perhaps one-third of the newspaper. "On the average, 89 per cent of the men and 91 per cent of the women readers will stop to look at a picture page."[6]

Woodburn refers to literate, educated people in his study, but it seems that pictorial content would perhaps appeal more to the new literate because of his difficult in reading.

A review of the literature relating to picture analysis revealed little research in this area. Robert Kerns, Syracuse University photography professor, said that "research in photography is practically nonexistent."[7] A study by Malcolm Maclean and William Hazard provided some guidelines, and the categories used in this pictorial analysis were adapted from their study.[8] Five additional categories were added to cover specific pictorial content found in News For You. These were:

[6]Bert W. Woodburn, "Reader Interest in Newspaper Pictures," Journalism Quarterly XXIV (1947), pp. 197-201.

[7]Robert L. Kerns, Assistant Professor of Photography, Syracuse University, School of Journalism. Private interview held at his office July, 1969.

[8]Malcolm S. Maclean and William R. Hazard, "Women's Interest in Pictures: The Badger Village Study," Journalism Quarterly XXX (1953), pp. 139-162.

U.S. News, World News, Animals, Personality-tie-in, and Cartoons, Maps.

Picture Categories[9]

U.S. News.-Includes pictures relating to U.S. found on pages 1 and 2. Example: a picture of Eisenhower and Nixon (March 5, 1969).

World News.-Includes pictures of world, foreign personalities. Example: Israel Prime Minister, Mrs. Golda Meir, (March 19).

Social Problems.-Includes pictures of mass riots, slums, strikes, student demonstrations.

War.-Includes pictures of warships, soldiers, wounded, dead.

Blood and Violence.-Includes shootings, drownings, bloody accidents, disasters.

Sports.-Includes sports of every kind, professional and amateur.

Idolatry.-Includes pictures of people of fame, fortune, high society, movie and TV stars.

Picturesque.-Includes pictures of countryside, flowers, fishing, nostalgia.

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[9]Ibid.

Animals.-Includes pictures of all animals, dogs, and cats.

Personality-tie-in.-Includes pictures of people in spotlight, human interest stories. Excludes pictures on pages 1 and 2.

Cartoons, Maps.-Includes all illustrative material except crossword puzzle which is classified as content material.

Column Inch

A column inch in this newspaper is 2-7/16 inches wide, one inch deep. Cutlines are not included in this picture analysis. Except in few cases, most pictures in the newspaper are either one or two columns wide.

Photograph Services

News For You has a contract to receive weekly around 75 news pictures from United Press International. The pictures usually arrive the Saturday before the final layout on Tuesday. This delivery system does not allow for pictures of late breaking news over the weekend or on Monday and Tuesday.

The editorial staff is forced often to fill in

the front page of the newspaper with pictures which don't relate to the news articles. When this happens, the cutline is worded to tell a complete story, and the picture in itself becomes a pictorial story. Kerns mentioned to this writer that he felt that people are more likely to read articles when the picture and article are related.[10] But whether this would apply to new literates has yet to be researched.

The choice of pictures and the size depends upon the editor's judgment in relationship to number and length of stories on the front page, quality of pictures, and whether the pictures are newsworthy and space is available. The editors of News For You try to include pictures which they feel would particularly interest their readers.

The following table reveals the number of pictures per issue per category in News For You, and the total number of column inches devoted to each category. The number of photographs featuring white and black people is also revealed.

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[10]Kerns, op. cit.

TABLE 30

NUMBER OF PICTURES AND TOTAL NUMBER OF COLUMN INCHES DEVOTED PER ISSUE

Category	SEPTEMBER 4		11		18		25	
	No. of Pics	Col. Inches	No. of Pics	Col. Inches	No. of Pics	Col. Inches	No. of Pics	Col. Inches
U. S. News	6	33	5	21½	2	6	9	22
World News	2	14	-	-	2	10	-	-
Social Problems	-	-	1	3	2	11½	1	7½
War	-	-	-	-	-	-	-	-
Blood/Violence	-	-	1	6	-	-	-	-
Sports	-	-	-	-	-	-	1	11½
Idolatry	-	-	-	-	1	7½	5	26
Picturesque	1	11	1	4	2	7	1	7½
Animals	-	-	-	-	-	-	1	2½
Personality-tie-in	1	7½	2	8½	1	7	-	-
Cartoons, Maps	2	18	1	8	1	2½	-	-
Total	12	83½	11	51	11	51½	18	77
NO. OF WHITE AND BLACK PICS.								
White	8	36	5	25	7	35	9	30
Black	-	-	3	10½	-	-	5	18½
Mixed Black & White	-	-	1	3	1	3	1	7
Other	1	7	-	-	-	-	1	7
Total	9	43	9	38½	8	38	16	62½

TABLE 30 (CONT.)

Category	OCTOBER 2		9		16		23		30	
	No. of Pics	Col. Inches	No. of Pics	Col. Inches	No. of Pics	Col. Inches	No. of Pics	Col. Inches	No. of Pics	Col. Inches
U.S. News	4	12	3	14½	4	17½	3	15	2	12
World News	-	-	1	3½	-	-	-	-	2	13½
Social Problems	-	-	-	-	-	-	1	3½	-	-
War	2	8½	1	5	-	-	-	-	-	-
Blood/Violence	-	-	-	-	-	-	-	-	-	-
Sports	4	18	2	19	1	3½	2	11	2	9
Idolatry	-	-	2	12	-	-	-	-	1	7
Picturesque	-	-	-	-	3	18	-	-	-	-
Animals	-	-	-	-	-	-	-	-	-	-
Personality-tie-in	2	18	-	-	2	12½	2	12½	6	26½
Cartoons, Maps	-	-	1	6	-	-	-	-	-	-
Total	12	56½	10	60	10	51½	8	42	13	68
NO. OF WHITE AND BLACK PICS.										
White	9	43½	3	13½	3	19	5	27	8	37
Black	1	4	2	16	3	10½	3	15	3	15
Mixed Black & White	-	-	1	8	-	-	-	-	-	-
Other	1	3	2	9½	1	4½	-	-	1	8
Total	11	50½	8	47	7	34	8	42	12	60

TABLE 30 (CONT.)

Category	NOVEMBER 6		13		20		27	
	No. of Pics	Col. Inches	No. of Pics	Col. Inches	No. of Pics	Col. Inches	No. of Pics	Col. Inches
U.S. News	5	22	6	23½	3	10½	4	21½
World News	-	-	1	3½	2	10	-	-
Social Problems	-	-	-	-	-	-	-	-
War	-	-	-	-	-	-	-	-
Blood/Violence	-	-	-	-	-	-	-	-
Sports	6	26	-	-	1	3½	-	-
Idolatry	-	-	1	7	-	-	5	25
Picturesque	-	-	-	-	1	7	-	-
Animals	-	-	-	-	-	-	1	3
Personality-tie-in	2	20	1	12	8	34½	9	13½
Cartoons, Maps	-	-	12	12	-	-	-	-
Total	13	68	21	58	15	65½	19	63
NO. OF WHITE AND BLACK PICS.								
White	7	23½	7	39	6	21½	17	59
Black	4	26½	-	-	5	24	-	-
Mixed Black & White	-	-	1	3	1	3	-	-
Other	1	2½	-	-	2	10	1	1
Total	12	52½	8	42	14	58½	18	60

TABLE 30 (CONT.)

Category	DECEMBER 4 No. of Pics	4 Col. Inches	11 No. of Pics	11 Col. Inches	18 No. of Pics	18 Col. Inches
U.S. News	4	18½	5	31½	6	32
World News	2	11	1	5	-	-
Social Problems	-	-	1	11	2	8½
War	-	-	-	-	-	-
Blood/Violence	-	-	-	-	-	-
Sports	1	2½	1	6	-	-
Idolatry	1	10½	-	-	-	-
Picturesque	-	-	-	-	-	-
Animals	-	-	-	-	-	-
Personality-tie-in	1	8	1	5	1	3½
Cartoons, Maps	-	-	1	5½	-	-
Total	9	50½	10	64	9	44
NO. OF WHITE AND BLACK PICS.						
White	5	21	4	25½	3	13
Black	2	13½	1	6	2	9
Mixed Black & White	-	-	2	15½	2	12½
Other	1	8	-	-	2	10
Total	8	47½	7	47	9	44½

TABLE 30 (CONT.)

Category	JANUARY 8 No. of Pics	8 Col. Inches	15 No. of Pics	15 Col. Inches	22 No. of Pics	22 Col. Inches	29 No. of Pics	29 Col. Inches
U.S. News	12	45	4	13½	9	22	11	38
World News	1	3½	1	6	2	11½	-	-
Social Problems	1	6	-	-	1	3	-	-
War	1	7	-	-	-	-	-	-
Blood/Violence	1	4	-	-	-	-	1	4
Sports	-	-	1	3½	-	-	-	-
Idolatry	-	-	-	-	5	22½	-	-
Picturesque	-	-	-	-	-	-	-	-
Animals	-	-	-	-	-	-	-	-
Personality-tie-in	1	10	-	-	1	6	1	2
Cartoons, Maps	1	10	1	7	-	-	1	2½
Total	18	85½	7	30	18	65	14	46½
NO. OF WHITE AND BLACK PICS.								
White	9	34½	6	24	12	35	12	37
Black	3	16	-	-	2	9½	-	-
Mixed Black & White	1	6	-	-	-	-	-	-
Other	-	-	1	6	2	11½	-	-
Total	13	56½	7	30	16	56	12	37

TABLE 30 (CONT.)

Category	FEBRUARY 5		12		19		26	
	No. of Pics	Col. Inches	No. of Pics	Col. Inches	No. of Pics	Col. Inches	No. of Pics	Col. Inches
U.S. News	7	36	9	25	6	34	6	26
World News	-	-	1	2½	-	-	1	5
Social Problems	-	-	-	-	1	5	-	-
War	-	-	1	6	2	9½	-	-
Blood/Violence	-	-	-	-	-	-	-	-
Sports	-	-	1	8	-	-	-	-
Idolatry	-	-	-	-	-	-	-	-
Picturesque	-	-	-	-	-	-	-	-
Animals	-	-	1	3½	-	-	-	-
Personality-tie-in	2	10½	10	42	1	8	2	16
Cartoons, Maps	-	-	2	4½	-	-	-	-
Total	9	46½	25	91½	10	56½	9	47
NO. OF WHITE AND BLACK PICS.								
White	7	37½	15	59	4	19½	6	31
Black	-	-	3	13½	4	26½	1	4½
Mixed Black & White	-	-	2	14	1	6½	-	-
Other	1	6	1	2½	1	5	2	11½
Total	8	43½	21	89	10	57½	9	47

TABLE 30 (CONT.)

Category	MARCH 5 No. of Pics	5 Col. Inches	12 No. of Pics	12 Col. Inches	19 No. of Pics	19 Col. Inches	26 No. of Pics	26 Col. Inches
U.S. News	6	30	3	16	7	26	5	20
World News	-	-	1	5	1	3½	-	-
Social Problems	1	3	-	-	-	-	-	-
War	-	-	1	7½	-	-	-	-
Blood/Violence	-	-	-	-	-	-	-	-
Sports	1	3	2	5½	-	-	4	18½
Idolatry	-	-	-	-	-	-	2	16
Picturesque	-	-	-	-	-	-	-	-
Animals	-	-	-	-	-	-	-	-
Personality-tie-in	2	13	2	16	2	10	1	11
Cartoons, Maps	1	9	1	9	-	-	-	-
Total	11	58	10	59	10	39½	12	65½
NO. OF WHITE AND BLACK PICS.								
White	5	21	4	20½	7	27	8	40
Black	4	25	2	9½	2	10	1	11
Mixed Black & White	-	-	2	12	-	-	1	7
Other	-	-	1	9	-	-	1	3½
Total	9	46	9	51	9	37	11	61½

TABLE 30 (CONT.)

Category	APRIL 2		9		16		23		30	
	No. of Pics	Col. Inches	No. of Pics	Col. Inches	No. of Pics	Col. Inches	No. of Pics	Col. Inches	No. of Pics	Col. Inches
U.S. News	6	22½	2	7½	4	21½	7	29½	7	23½
World News	1	5½	1	3	1	3	1	5	2	8½
Social Problems	-	-	2	10	-	-	1	3	1	5
War	-	-	-	-	2	10	2	11½	1	5½
Blood/Violence	-	-	-	-	-	-	-	-	3	14
Sports	-	-	1	7	1	3½	-	-	-	-
Idolatry	10	33	1	8	-	-	2	9	1	2
Picturesque	-	-	-	-	-	-	-	-	-	-
Animals	-	-	2	9	-	-	-	-	-	-
Personality-tie-in	1	3	1	9	2	12	1	11	2	8
Cartoons, Maps	-	-	-	-	-	-	-	-	-	-
Total	18	64	10	53½	10	50	14	69	17	66½
NO. OF WHITE AND BLACK PICS.										
White	4	12	8	43	2	13	6	22	7	36½
Black	8	25½	-	-	7	31	2	14	4	14
Mixed Black & White	3	14½	1	7	1	3	2	15	-	-
Other	2	9	-	-	-	-	-	-	1	4½
Total	17	61	9	50	10	47	10	51	12	55

TABLE 30 (CONT.)

Category	MAY 7 No. of Pics	7 Col. Inches	14 No. of Pics	14 Col. Inches	21 No. of Pics	21 Col. Inches	28 No. of Pics	28 Col. Inches
U.S. News	4	14½	17	72	5	22	6	24
World News	2	6½	-	-	-	-	1	3
Social Problems	1	7	2	8	-	-	2	7
War	-	-	1	4	2	12	-	-
Blood/Violence	-	-	-	-	-	-	-	-
Sports	-	-	3	10	5	21½	1	4
Idolatry	-	-	-	-	-	-	6	9½
Picturesque	-	-	-	-	-	-	-	-
Animals	1	7	-	-	-	-	-	-
Personality-tie-in	4	16	2	9½	2	6½	2	5
Cartoons, Maps	-	-	-	-	-	-	-	-
Total	12	51	25	103½	14	62	18	52½
NO. OF WHITE AND BLACK PICS.								
White	3	9	12	49	4	20½	9	26
Black	4	16	11	45	6	22	8	19
Mixed Black & White	2	14	2	9½	2	7	1	7½
Other	3	12	-	-	-	-	-	-
Total	12	51	25	103½	12	49½	18	52½

TABLE 31

TOTAL NUMBER OF PICTURES AND TOTAL NUMBER OF COLUMN INCHES PER CATEGORY FROM SEPTEMBER TO JUNE, 1969

Category	Total Number of Pictures	Total Column Inches
U.S. News	214	881½
World News	30	142
Social Problems	21	111
War	16	36½
Blood/Violence	6	28
Sports	41	194½
Idolatry	43	195
Picturesque	9	54½
Animals	6	25
Personality-tie-in	81	413½
Cartoons, Maps	25	94
Total	492	2225½
NO. OF WHITE AND BLACK PICS.		
White	256	1085
Black	106	483½
Mixed Black & White	31	179½
Other	30	151
Total	423	1899

Analysis of Picture Categories

News For You devoted more pictorial space to U.S. news than any other category, 881½ column inches or 40 per cent. The only other category receiving more than 10 per cent of the space was personality-tie-in, 413½ column inches or 19 per cent. Personality-tie-in consisted of pictures of people not well known, including all the people featured in spotlight on page 4. Sports and idolatry pictures came to 9 per cent each, 194½ and 195 column inches respectively. An 11½ column inch picture of baseball player Denny McLain appeared September 25 on page 1 and was placed in the category of sports. In that same issue, three pictures of television stars (12½ column inches) were included on page 2 and were placed in idolatry.

Animals received the fewest column inches (25) or 1 per cent. Cartoon and maps came to 94 column inches or 4 per cent. Twenty-eight column inches were devoted to pictures of blood and violence. Very few pictures of riots and accidents were covered in News For You. The April 30 issue carried three

pictures (14 column inches) of spring floods in the mid-west.

William Hazard reported in a study of people's responses to news pictures that "pictures chosen over other pictures represented the themes of war, war defense, spectator sports, blood and violence."[11]

War pictures came to 86½ column inches or 4 per cent. However, the pictures were not of the Vietnam war itself, but of people in the war. For example, the April 16 issue carried a 7 column inch picture of Luci Nugent welcoming her husband home from Vietnam.

Most of the pictures used in News For You were of people in the news. For example, the February 5 issue carried the following pictures on the front page: Pueblo Commander Lloyd Bucher (3½ inches); Richard Nixon with Henry Cabot Lodge and Lawrence Walsh (4 inches); Ethel Kennedy (2½ inches); a flood picture in Sacramento, California (3 inches); and Senator Everett Dirksen posing with an Indian boy (6 inches).

The top story was "Bucher Tells of Capture, Cruelty." Other articles on the front page were:

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[11]William R. Hazard, "Responses to New Pictures: A Study in Perceptual Unity." Journalism Quarterly XXXVII (1960) pp. 515-524.

"President Nixon Meets the Press," and "Floods Hit California." News Briefs had 5 inches of content. Except for the related story of Bucher and the California flood, the other pictures did not relate to the other news articles, but served as separate stories themselves.

News For You carried an average of 13.2 pictures per issue. The average number of column inches devoted to pictures per issue was 60. This makes News For You about 30 per cent pictorial.

White Versus Black Pictures

Since many of the pictures in the newspaper do not relate to articles but form stories of their own, this writer felt that a study of the number of white and black pictures would add further to the analysis of whether the newspaper was "too black," indicated by 25 per cent of the teachers.

If a picture showed only white people, it was placed in the white category. The same procedure was used for the black category. If there were whites and blacks in the picture, it was placed in the mixed category. "Other" consisted of pictures of Orientals,

Spanish-Americans, Cubans, and American Indians.

More than half of the pictures in News For You were white, and one out of four were black. However, black pictures dominated some of the issues. The April 2 issue had 8 black pictures (25½ column inches) and 4 white pictures (12 column inches). The April 16 issue ran 7 black pictures (31 column inches) and 2 white pictures (13 column inches). Except for a one column inch mug picture of white columnist Mary Stewart, all the pictures on pages 2 and 3 were black. The criticism that News For You was too black probably is the result of such issues.

Though this study does not attempt to gauge teacher prejudice, it is possible that some of the criticism of black history reflects the teachers' prejudice against blacks.

Characteristics of the new literate and subjects which interest most readers are discussed in the next chapter.

CHAPTER VI

SOME GENERAL CHARACTERISTICS OF NEW LITERATES AND WHAT MOST PEOPLE LIKE TO READ ABOUT

The heterogeneous nature of the readership of News For You is evident in this study. To write for such a diverse readership is a monumental task. However, how well the editor judges reader interest may have a great deal to do with the success of the newspaper.

"Who will read the material" involves a knowledge of many characteristics of the prospective readers. These characteristics include: reading abilities, interests, age, sex, and ethnic group.

> The larger the group of readers, the harder it is to get a clear picture of these characteristics. It is harder, too, to determine the characteristics of readers as their age increases. It is harder to get a picture of the 'who' when we select or write for high school pupils than for elementary pupils. It is harder still for members of an adult education class, and still harder when we write or select materials for the 'general adult' reader. Difference in reading ability, experiences, interest, and

> intellectual maturity tend to become greater as the average age of the group increases.[1]

Mrs. Blakely is probably correct in stating that "there is no typical reader of News For You," but there are some general characteristics which may apply.

The Adult New Literate.-New literates come from such varied social backgrounds that it is hard to generalize about them. Many of them are members of ethnic minorities. They may be foreign-born or have foreign-born parents. Some have been reared and live in rural areas but many grow up and continue to live in blighted sections of town and cities. There are those who come from broken or foster homes, but others come from relatively stable families.[2]

> The new literate, like the rest of us, started life as unique persons. Their experiences have been interpreted by them in their own ways. They have varied ideas about themselves, about their fellow men, about their life circumstances, and about learning and betterment. They differ in outlook as well as in their readiness and ability for learning. These differences in background and outlook limit the value of generalizing about the new literate.[3]

The uneducated adult person tends to have a

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[1]Edgar Dale and Jeanne S. Chall, "Techniques for Selecting and Writing Readable Materials," Basic Education for the Disadvantaged Adult: Theory and Practice, op. cit., pp. 267-268.

[2]Curriculum Guide to Adult Basic Education-Beginning Level, op. cit., p. 3.

[3]Ibid.

typical pattern of social and cultural traits. More than likely, he is poor because level of education usually goes hand in hand with level of income. He lives in his own world with its own set of values and attitudes. Although he does not read well and is not well informed, he has strong opinions on a variety of subjects. He lives for today because today is enough of a challenge. Tomorrow is more than he can think about.[4]

The Disadvantaged Youth.-The disadvantaged youngster has experienced no logical pattern in life, things just happen. He lives now, not for the future. He has little or no experience in setting and proceeding toward goals and in evaluating or reviewing past actions as to whether or not they 'were' worth it. It is difficult for him to think of future career possibilities where there is desperation about the present. The disadvantaged youth is preoccupied with immediate needs for money to buy food and clothing.[5] The disadvantaged youngster has little room in his scheme for second thoughts, meditation or planning.

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[4]Robert A. Luke, ed. Teaching the Disadvantaged Adult (Washington, D.C: National Association for Public Schools Adult Education, 1969), pp. 19-20.

[5]Joseph O. Loretan and Shelly Umans, Teaching the Disadvantaged, (Columbia University: Teachers College Press, 1966), p. 4.

Reading Interests of People

Considerable research has been done in the area of what people (in general) like to read about. Rupert East reported that the reading interests of new literates are not much different than those of the more educated reader. New literates like to read about well-known personalities and public figures. They like to read news of other people of the same class or occupation as themselves who have done something remarkable or to whom something unusual has happened. They are interested in any item of news which may in some way affect their own happiness or condition of life.[6]

Why People Read

Wilbur Schramm's delayed and immediate reward factor in reading is one of the better known reading theories. He reported that people read for some benefit, either immediate or for the future.

The kind of news which may be expected to furnish immediate reward are news of crime and corruption, accidents and disasters, sports and recreation, social events, and human interests. Delayed reward may be expected from news of public affairs, economic matters,

[6]Rupert M. East, "Newspapers for New Literates," Reports and Papers on Mass Communications, No. 23 (Paris: UNESCO, 1957), p. 29.

social problems, science, education, weather, and health.[7]

When a reader selects delayed reward news, he jerks himself into the world of surrounding reality to which he can adapt himself only by hard work. This kind of news is read so the reader may be informed and prepared.

When the reader selects immediate reward news, he retreats usually from "the world of threatening reality toward the dream world."[8] This type of news pays its reward at once.

> A reader [of immediate news] can enjoy a vicarious experience without any of the dangers or stresses involved. He can shiver luxuriously at an axe murder, shake his head sympathetically and safely at a tornado, identify himself with the winning team or [her] with the society lady who wore a well-dressed gown at the reception for Lady Morganbilt. News of the second kind, however, pays its reward later. It sometimes requires the reader to endure unpleasantness or annoyance-as, for example, when he reads of the ominous foreign situation, the mounting national debt, rising taxes, falling market, scarce housing, cancer, epidemics, farm blights. It has a kind of threat value.[9]

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[7]Wilbur Schramm, Mass Communication (Urbana: The University of Illinois Press, 1949), pp. 290-291.

[8]Ibid.

[9]Ibid.

Research indicates that new literates, adults and teenagers, have "immediate" needs, and think of the present, not the future. It seems probable that the new literate would probably respond more to immediate reward than delayed reward news.

However, the amount of "immediate reward" news printed in News For You was small during the year. An airplane crash that kills 200 persons over New York City would probably be of more interest to the new literate (or educated reader) than an article about a Congressional meeting debating the ABM System. But immediate reward news would probably not be preferred by the teachers. In this study, the teachers indicated more space was needed for job information, health, and budgeting-all delayed reward news.

What People Like to Read.-Douglas Waples and Ralph Tyler reported the "most important fact is that people like to read about themselves. The more closely a subject relates to what is familiar to the given reader, the more interesting it is."[10]

Waples and Tyler found that the factors which

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[10]Douglas Waples and Ralph W. Tyler, What People Want to Read About (Chicago: The University of Chicago Press, 1931), p. 9.

make for differences in reading interest for: sex, education, amount of schooling, occupation, environment, age, and time spent in reading. The more factors that groups have in common, the more closely their reading interests will agree. In other words, groups are interested in themselves, in people like themselves, and in problems and situations with which they can identify.

However, Lester Asheim reported that "interest is less important as a factor in determining what a person will read than is accessibility."[11] Since the new literates who read News For You are a captive audience, it is likely that they will read what is given them, whether they are interested or not. Nonetheless, if an article were geared to their interest, they would probably be more motivated to read it.

Reading Interests of Young People

When a child starts to read a newspaper, he usually begins with the comics and the pictures. He proceeds to the sports news, the human interest, and sensational stories of crime and disaster--all before

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[11]Lester Asheim, "What Do Adults Read?", Adult Reading ed. by Nelson B. Henry, op. cit., p. 15.

he makes much use of public affairs news.[12]

Among readers age 10-15, comics are by far the most read items in the paper, followed by news pictures and public affairs cartoons. Readership of news is far below the readership of pictorial features. Young (and older) persons in the lower economic groups are more likely to read crime and disaster news than any other broad class of news.[13]

Waples and Tyler reported that younger readers are interested in problems of youth. They are interested in:

> ...comments on marriage and divorce, eugenics and birth control, education and choice of vocation. They are also interested in personality, nature of human nature and intelligence, and personal qualities analyzed. But particularly they are interested in what is adventurous, the new war, science and warfare, aviation and criminals.[14]

Reading Interests of Adults

Older persons are more interested in mature problems, for example, "problems of the Federal Government, the courts, the conservation of natural resources (an interest characteristic of middle age),

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[12]Schramm, op. cit., p. 293.

[13]Wilbur Schramm and David M. White, "Age, Education, and Economic Status as Factors in Newspaper Reading," Mass Communication, op. cit., pp. 403-404.

[14]Waples and Tyler, op. cit., p. 101.

and the money market. Older persons are also interested in the leisure time activities of middle age, of which the best example is language and the art of conversation."[15]

Male Versus Female Reading Interests

As reported by researchers, men and women have different reading interests. Foreign and national news is read chiefly by men. Twice as many women as men read health columns. Men are more interested in sports than women. Generally speaking, news makes a greater appeal to men; features make a greater appeal to women.[16]

Asheim reported that women are more interested in features such as food recipes, styles, love advice, beauty advice, health, etiquette, and child care.[17]

Women read a larger proportion of fiction than men. Women are less interested in reading about business and politics than in topics like personality types, marriages, and travel.[18]

Topics of Universal Appeal

There are a number of topics that are of great interest to almost all groups. George Klare and Byron Buck list the following topics of high interest to the

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[15]Ibid.

[16]George L. Bird and Frederic E. Merwin, "The Newspaper and Society (New York: Prentice-Hall, Inc., 1942), pp. 118-119.

[17]Asheim, op. cit., p. 12.

[18]Douglas Waples, People and Print (Chicago: The University of Chicago Press, 1938), p. 85.

average reader.[19]

1. International attitudes and problems
2. Personal hygiene
3. Self-improvement and happy living
4. Laws and legislation
5. The nature of human nature
6. Getting along with people

George Gallup in a national survey found newspaper readers most interested in these five areas:[20]

1. Health--news of medical science and practice
2. Education--what children are studying
3. Pocketbook--a people's financial page
4. Personal views--what people think about local problems
5. People--personality profile

Gallup reported that the news magazines and the magazines of general circulation owe much of their circulation success to the articles about people.

The concluding chapter consists of the summary, conclusion and recommendations of this study.

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[19] Klare and Buck, op. cit., p. 74.
[20] Gallup, op. cit., p. 72.

CHAPTER VII

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Is News For You appropriate for its readers? The purpose of this study was to try to find this out from the teachers using the newspaper. The writer conducted a mail questionnaire sent May 21, 1969, to 287 teachers subscribing to News For You.

In Chapter I, it was revealed that there is an acute reading problem in the United States with 11 per cent of the adults having less than a fourth-grade education. Approximately 25,000,000 persons over age 14 have less than an eighth-grade education. The reading problem appears to be increasing. As many as 25 per cent of the children in primary and elementary grades today are seriously retarded in reading.

The seriousness of the problem is that there is little or nothing for people to read with third to fifth-grade reading ability. Most of the serious reading material published today is above the ninth-

grade level of reading, including the newspapers. Homer Kempfer reported that simpler reading material was needed for 50,000,000 Americans.

One major reason why commercial publishers have not directed easy-to-read periodicals at people with low reading abilities is because the market has been scattered and fragmented. In the past, new literates were not enrolled on a mass scale in literacy or reading classes. In this study, a new literate is an adult or adolescent with a reading level from third to fifth-grade.

However, when the Adult Basic Education Act was passed in 1964, a defined, captive audience was created for supplement educational materials. Enrollment in Adult Basic Education classes has increased from 37,991 in 1965 to 531,436 in 1969.

Another potential market for publishers of easy-to-read materials is Special Education. Enrollment in Special Education classes has increased rapidly in the last few years. More than two million children were enrolled in some kind of Special Education class in

1968-69. Most of these children have reading disabilities.

One supplement educational tool found relevant and practical for new literates has been easy-to-read newspapers written on a third to fifth-grade reading level. The newspaper is often one of the first things that a new literate will want to read.

In Chapter II, the history of News For You is covered. It was the first adult weekly newspaper for new literates on a national scale in the United States. Starting as a class project in a literacy writing course at Syracuse University in 1952, the newspaper evolved into a commercially produced newspaper reaching a circulation of 101,096 in 1966. It is tabloid size, 11½" x 17", four pages. Until the advent of You and Your World in February, 1969, it was the only national distributed adult newspaper in the United States for new literates.

News For You began national publication in the fall of 1960. Its circulation after the first year was 750. From its beginning, its content has been

adult, and adults comprised most of the readership in the early years. However, in 1965-66, News For You discovered from subscription orders and mail from teachers, that a large number of its readers were teenagers in Special Education, even though the newspaper was not aimed at young people. Through the years, News For You developed a liberal philosophy and published articles from that viewpoint.

In 1967 after a rapid growth, News For You suffered its first drop in circulation, a decrease from 101,096 to 75,816. The circulation continued to fall for the next two years, reaching a low of 52,569 in 1969. The editor and publisher of News For You, Mrs. Caroline Blakely and Robert S. Laubach, respectively, voiced serious concern over the substantial decrease in circulation in the last three years. The writer served as an assistant editor of News For You from September, 1968, to June, 1969, and felt competent to analyze possible reasons for the circulation drop.

In January, 1968, the Chicago Board of Education cancelled a 5,000 subscription order because some of

the sex education articles in the newspaper were "too advanced" for the teenagers. This was News For You's first major confrontation with a conservative school board. The Chicago cancellation was the first major realization of the fact that News For You had to be written for the teachers and school administration, as well as the students. Since the students are a captive audience and the teachers control the subscription orders, the writer felt that the teachers are the key personnel the newspaper has to please to stay competitive in the business.

Until 1969, News For You had no competition. It was the only adult newspaper for new literates. However, in February, 1969, an American Education Publications, You and Your World, entered the market. Like News For You, it was aimed at older educable mentally retarded children, remedial reading students, slow learning students, retarded readers in disadvantaged areas and students in Adult Basic Education programs.

You and Your World is a weekly, eight-page newspaper with editorial offices in Middletown,

Connecticut. While News For You's writing approach is journalistic, You and Your World's is educational. The objective of News For You is to print the "news," with minor emphasis on providing educational aids for the teacher. You and Your World publishes articles from an educational viewpoint with minor emphasis on topics being "current." The newspaper is geared to aid the teacher in developing reading skills of the student. Like News For You, the newspaper is written at the third to fifth-grade level.

In Chapters III and IV, the writer discusses previous research in the area of national periodicals for new literates. Since News For You was the pioneer and the only national publication of its kind, previous research was nonexistent. However, the publisher of News For You conducted a teacher survey in 1965 and found that the majority of its readers were teenagers in Special Education. Another survey by Laubach Literacy, Inc., in 1966, revealed that the teachers felt that there was a great need for materials on subjects oriented toward daily living and personal

improvement. Topics of great need included: "citizenship," "health," "budgeting," "personal development," "family living," and "job orientation." The survey did not include questions about News For You, but the writer felt that the teachers' comments would provide guidelines for subjects printed in News For You. In a 1968 study, Thottukadavil Koshy interviewed 75 adult new literates in Adult Basic Education in Syracuse, New York, and reported that the subjects the students selected were close to their interests and useful to their daily living. For example, "making a budget," "shopping for housing," and "helping children in school," ranked high in interest for students. Most of his students were female. He also reported that students and teachers have different subject interests because their views on life and values are entirely different. Two subjects, "making a budget" and "first aid," however, were ranked high by teacher and student. Howard Heding and associates conducted a nationwide survey of 500 teachers in Adult Basic Education in 1966-67. Topics which motivated students

to want to read included (in rank order):

1. Get a better job
2. Want to read and write letters
3. Read newspaper
4. Help children
5. Want to read the Bible

The prevailing motives to read were oriented toward daily living, personal improvement, and vocational goals.

The methodology used in this study was the mail questionnaire. A total of 1,178 subscribers were ordering 30,000 copies of News For You the time of the survey in May, 1969. One out of every four subscribers on the mailing list was sent a questionnaire. Out of 287 questionnaires sent, 150 or 52 per cent were returned; of this number, 6 were termed incomplete or blank, therefore, the final number of useable questionnaires was 144 or 50 per cent. The questionnaire used in the study was adapted from a previous questionnaire developed by News For You. The questionnaire was pretested on four Adult Basic Education teachers at Washington Irving

School, Syracuse. Consisting of 24 questions, the questionnaire was designed to reveal what teachers liked and disliked about the newspaper. The 50 per cent return rate was considered respectable and high enough to assure a note of validity that the non-respondents would not differ substantially from the respondents, and that bias would not be a distorting factor in analyzing and tabulating the returns received. Being all teachers and using News For You, the universe was homogeneous and this contributed to the validity of the returns.

The findings of the survey were revealed in Chapter IV. From the survey, it was found that 48 per cent of the readers of News For You were teenagers below age 20 in Special Education classes. Thirty-seven per cent of the teachers were teaching in Adult Basic Education programs, 37 per cent in Special Education, and 26 per cent were in classes consisting of the foreign-born, American Indian, and Cuban refugee.

Fifty per cent of the teachers reported that

the majority of their students were white with 26 per cent black. Fourteen per cent indicated that their classes were about half white and half black. Nine per cent of the students were foreign-born, American Indian, and Cuban refugee. Thirty-three per cent of the teachers indicated that the majority of their students were male; 23 per cent female; and 42 per cent reported classes with the sexes about even.

The following top five subjects were indicated by the teachers as needing "more space" in News For You.

Needing "more space":

	Category	Percentage
1.	Job Information	57.0
2.	How to Budget Money	50.0
3.	Health	46.0
4.	U.S. News	44.0
5.	Children Upbringing	38.2

Needing "less space":

	Category	Percentage
1.	Negro History	25.0
2.	Spotlight	15.0
3.	Dear Mary	12.0
4.	Television	10.4
5.	Sports	8.3

Needing "no space":

	Category	Percentage
1.	Dear Mary	14.0
2.	Sex Education	10.4
3.	Children Upbringing	8.3
4.	Religion	8.0
5.	Foods	6.3

A comparison of subject preference by teachers in Adult Basic Education, Special Education, and "Other" shows a great degree of contrasts among many subjects. The category "Other" consists of teachers using the newspaper in classes for the foreign-born, Cuban refugee, American Indian, and classes not designated Adult Basic Education or Special Education.

Writing for such diverse adult and teenage readership is difficult. Thirty-eight per cent of the teachers in Special Education wanted more sports compared to 19 per cent in Adult Basic Education and 29 per cent in "Other." Forty per cent of the teachers in Adult Basic Education want more space given to foods compared to 25 per cent in Special Education and 16 per cent in "Other." However, there were some subjects that teachers in Adult Basic Education and Special Education

agree fairly well upon: job information--Adult Basic Education, 58.5 per cent; Special Education, 72 per cent; budgeting--Adult Basic Education, 58.5 per cent; Special Education, 58.5 per cent. They also agreed closely on health and children upbringing. Teachers in "Other" seldom agreed on subjects with teachers in Adult Basic Education and Special Education. They were mostly interested in world news, geography, and history of the U.S.

The survey reveals that the majority of students in Adult Basic Education are black and nearly all the students in Special Education are white. During 1968-69, News For You ran a weekly black history series. Thirty-four per cent of the teachers in the category "Other" felt "less space" was needed for Negro history, 28 per cent of the Special Education teachers and 15 per cent of the Adult Basic Education instructors felt the same. In general, a large number of the teachers expressed disapproval over the amount of space allotted to blacks during the year. It was the most controversial subject in News For You.

Twenty-five per cent of all the teachers indicated "less space" be given to Negro history. A considerable number of the teachers wrote on the questionnaire that News For You was "too black" oriented. One Special Education teacher wrote:

> This year's issues would leave the impression that NFY is beamed in the direction of urban areas constantly beset with ethnic problems involving only colored people and Puerto Ricans. For this reason, our subscription will not be renewed this year because the student population (a middle-class, semi-urban, all-white group) does not find much to relate in the material. If we are to be concerned over racial or ethnic questions, let's consider all of them without a constant harping on a narrow selection. What about the Indians, the Jews, the Migrants, etc? My group seems to think you have a 'thing' about the colored groups.

In Chapter V, a content analysis of the newspaper reveals the amount of space devoted to certain subjects in the newspaper. Categories receiving the most space in News For You during the year were:

1. People Not Well Known - 759 column inches
2. Race Relations (Negro history) - 674 column inches
3. Politics - 486½ column inches
4. Quiz/Essays - 351 column inches
5. Dear Mary - 318 column inches

The three top subjects indicated by the teachers as needing "more space" in the newspaper were given the following column inches:

1. Job Information - 204½ column inches
2. Budgeting - 193½ column inches
3. Health - 148½ column inches

A picture analysis of News For You reveals that the newspaper printed an average of 13.2 pictures per issue. An average of 30 per cent of the newspaper was devoted to pictures in each issue. The newspaper devoted 40 per cent of its pictorial space to U.S. news, and people in the news.

It was found that three out of four pictures printed in the newspaper featured a white person or persons. However, in some issues, the number of black pictures exceeded the number of white pictures. The criticism that News For You was "too black" may have resulted from such issues.

The characteristics of the new literate are discussed in Chapter VI along with what people like to read about. Realizing that there is no "typical new literate," only generalizations could be made about

the new literate. In general, the new literate does not think about the future, he is preoccupied with immediate needs to buy food and clothing. He lives for the present, and lives in his own world with its own set of values and attitudes.

Generally, people like to read news of other people of the same class or occupation as themselves who have done something remarkable or to whom something unusual has happened. Young people like to read about problems of youth. They are interested in what is adventurous; war, science, warfare, aviation, and criminals.

Older persons are interested in mature problems like the Federal Government and conservation of natural resources. Lester Asheim reports that women are interested in features such as food recipes, love advice, and child care. Men are more interested in sports, foreign and national news. George Gallup in a national survey found newspaper readers most interested in:

1. Health - news of medical science and practice

2. Education - what children are studying
3. Pocketbook (money) - a people's financial page
4. Personal views - what people think about local problems
5. People - personality profiles

Conclusion and Importance of the Study

This study should be of practical benefit to the editorial staff of News For You in formulating and planning future editorial policies. It should not be considered a definitive "answer" to the circulation decline of News For You. No study could claim that distinction. At best, it reveals some suggestions from the teachers which may be of significance in planning future content.

Teachers indicated they wanted "more space" devoted to job information, health, and budgeting. At present, these are three areas that News For You is weak in. It has no regular series on any of these subjects. The editors of News For You might also consider the negative comments of the teachers. Twenty-five per cent of the teachers indicated "less space" for Negro history. Fourteen per cent felt that "no space" was needed for Dear Mary.

This study should also help commercial publishers

who may consider similar publications in the future. Many of the questions in the survey would be of interest and importance to any publisher entering the supplement educational field. The study is also important because to this writer's knowledge, there has been no other research in the area of national periodicals for new literates. Perhaps this study will lead to further research in this field. Some possible areas for empirical research in newspapers for new literates could include the following: 1) pictorial versus copy- what do new literates prefer? More pictures? Less copy? Is there a desired ratio?; 2) articles with related photographs versus articles with unrelated photographs. Is there a difference?; 3) what is the new literate's reaction to photographs?; and 4) what newspaper format appeals to the new literate? What is his reaction to different formats, different layouts? This study may also encourage more periodicals for new literates. The market is growing and all indications point to a large steady market in the future.

Recommendations

News For You should not be deeply concerned that You and Your World will cut into its circulation. It will to some extent, but the market for supplement materials is large and diverse enough to sustain both publications.

However, there are some things the writer would like to recommend to the editorial staff of News For You. Its emphasis on "being a newspaper and providing the news" should remain. News For You looks like a newspaper, and this is one of its strong points. It should remain geared toward the adult new literate, but its large teenage readership in Special Education should not be ignored. News For You could retain its adult approach and appeal to the teenager at the same time.

Teachers in Adult Basic Education and Special Education agreed that more space was needed for job information, budgeting, and health. By expanding into these three areas, News For You would be appealing to both interest groups.

News For You should also be critical and selective of the articles it publishes. Publishers who publish for a captive audience, have to recognize some of the realities that go with it.

> The space allotted to any subject must be influenced by the judgment of the editorial staff, both on the importance of the subject and consequent willingness to read about it, taking into consideration the particular class of reader which their paper serves.[1]

When dealing with teenagers in Special Education, the problem of subject matter is acute. The student may not disapprove controversial subject matter, but the teacher has the final say. The teacher controls the purse string. Harry Passow mentioned that the "high school is careful to skirt and detour around the real-life problems and controversial issues of race relations, alcoholism, materialism, religion, politics, and sex education."[2]

These are subjects that demand very careful attention. The race issue today in the United States appears also to be explosive. Too much "black news" or "brown news" in a newspaper with predominant white

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[1]Berelson and Janowitz, op. cit., p. 537.

[2]Harry A. Passow, "Instructional Content for Depressed Urban Centers: Problems and Approaches," The Disadvantaged and Potential Dropout ed. by John Curtis Gowan and George D. Demos (Springfield, Ill.: Charles C. Thomas, 1966), p. 287.

readership can create problems as this study has shown.

Many magazines and newspapers employ an "editorial balance" of content by offering something to everyone. News For You with only four pages cannot hope to do the same, however, it could plan its content with greater care to avoid "all-black or all-white" issues. To talk about people as people, not black or white, might help ease racial prejudice against the newspaper.

A suggestion by Roland Wolseley that News For You print more "pop" stuff also deserves to be considered.[3] By "pop," Wolseley meant popular articles that appeal to almost everyone, regardless of race, sex, or age. For example, the death of movie actress Judy Garland, had universal appeal. An article on the sideburns and mustache of Joe Namath would probably have a higher reader interest than an article about President Nixon touring the Far East or the Senate debating the ABM system. This "pop" news is what Schramm refers to as "immediate reward" news. If "immediate reward" news is done in good taste, the newspaper need not worry about being labeled "sensational." The writer suggests

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[3]Wolseley, op. cit.

that more "immediate reward" or "pop" news be published in the newspaper.

By providing more editorial balance in its content and by appealing to both adult and teenage readers, News For You should continue to be a popular periodical for new literates in both Adult Basic Education and Special Education. It has proved to teachers to be an important means of applying and reinforcing academic skills which are relevant to the new literate.

APPENDIX A

COVER LETTER, QUESTIONNAIRE AND FOLLOW-UP LETTER SENT TO TEACHERS USING NEWS FOR YOU

.EWS FOR YOU 1112½ E. Fayette St., Box 131, Syracuse, N. Y. 13210 Tel. 315-476-357

News for You is a publication of Laubach Literacy, Inc.

Dear Teacher:

I'm not exaggerating by saying that you are the most important link we have with our readers. It is also true that your suggestions and comments help guide the planning and content of NEWS FOR YOU.

Each year, we analyze NEWS FOR YOU and seek new ways to improve. Your thoughts and ideas are sincerely needed to make the paper better and more effective. Will you please help?

Your anonymous reply will also help a graduate student at Syracuse University. He is doing a content analysis of NEWS FOR YOU for his master's thesis. The results of this survey will greatly contribute to his research.

Kindly fill out this short questionnaire and return it to me within two weeks. Thank you very much.

Sincerely,

Caroline Blakely

Caroline Blakely
Editor
NEWS FOR YOU

We are constantly alert to new ideas and ways to improve NEWS FOR YOU. That's why we consider feedback from you so essential and important.

NEWS FOR YOU Survey

1. Where do you teach? _____ (city) _____ (state)
2. How many students do you have reading NEWS FOR YOU? _____
3. In how many different classes do you use NFY? ___1 ___2 ___3 ___4 or more
4. What edition do you use? ___A ___B ___both
5. What is the latest issue of NFY you have used? _____ (date)
6. What difference in reading level do you find between A and B?
   ____ some difference
   ____ great difference
   ____ little or no difference
   ____ no comment
7. How long have you used NFY? _____
8. How do you feel about the present 4-page size of NFY?
   ____ about right size
   ____ need more pages
   ____ already too much reading material
   ____ no comment
9. Please check the amount of space you would like to see given to the following:

	More space	Less space	Same as now	No space
World news	_____	_____	_____	_____
Sports	_____	_____	_____	_____
U.S. news	_____	_____	_____	_____
Sex education	_____	_____	_____	_____
Dear Mary	_____	_____	_____	_____
Negro history	_____	_____	_____	_____
Job information	_____	_____	_____	_____
Spotlight	_____	_____	_____	_____

	More space	Less space	Same as now	No space
9. (continued)				
News briefs	_____	_____	_____	_____
Crossword puzzle	_____	_____	_____	_____
TV news	_____	_____	_____	_____
Weekly quiz	_____	_____	_____	_____
Foods	_____	_____	_____	_____
How to budget money	_____	_____	_____	_____
Health	_____	_____	_____	_____
Children upbringing	_____	_____	_____	_____
Religion	_____	_____	_____	_____
Science	_____	_____	_____	_____
Other (specify)_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

10. Would you prefer an 8-page paper? _____yes _____no _____no comment

11. How do you feel about advertisements in NFY?

_____ makes no difference

_____ I would like

_____ I don't like

_____ no comment

12. How did you learn about NFY?

_____ advertisement (direct mail, etc.)

_____ friend

_____ administration

_____ other (please specify)

13. We publish an annual TEACHER'S GUIDE early in the fall. Do you find it useful? _____yes _____no _____no comment

14. How do most of your students find NFY?

_____ easy to read and understand

_____ fairly easy to read and understand

_____ fairly hard to read and understand

_____ too hard to read and understand

15. We changed our body type and flag of NFY this year. Do you like the new look? ____yes ____no ____no comment

16. Have your students ever answered an essay question or crossword puzzle in NFY and mailed it to us? _____yes _____no

17. What is the estimated age range of your students? _____

18. What race are your students?
____ mostly white
____ mostly black
____ about even
____ other (please specify) _____

19. What sex are your students?
____ mostly male
____ mostly female
____ about even

20. What type of class do you teach?
____ adult basic
____ special education
____ other (please specify) _____

21. Is there any article you think should not be in NFY? _____yes _____no
If "yes," what article? _____
why not? _____

22. What do you like best about NFY? _____
_____

23. What do you like least about NFY? _____
_____

24. How could NFY be improved? _____
_____
_____

Please enclose the survey in the return envelope and mail it back to us. Thank you very much for your suggestions and comments.

EWS FOR YOU 1112½ E. Fayette St., Box 131, Syracuse, N. Y. 13210 Tel. 315-476-3576

News for You is a publication of Laubach Literacy, Inc.

June 13, 1969

Dear Teacher,

I need your help! I haven't heard from you yet regarding our survey on NEWS FOR YOU. (Remember the short, three-page job a few weeks ago?)

More than 100 teachers have already returned the survey to us, but we definitely need your comments to complete the survey.

The results of this study will be used to improve the content of NEWS FOR YOU. It will also be of practical benefit to the whole adult and special education programs in the United States. As you may remember, the results are being tabulated and analyzed by a graduate student for his master's thesis.

Please take ten minutes and fill out as much of the survey as you can.

> If you can't spare any time, would you please pass it on to your second-in-command?

I urgently need and will be most grateful for your response. Please return the survey to me in the stamped, return-addressed envelope.

Hopefully,

Caroline Blakely

(Mrs.) Caroline Blakely
Editor, NEWS FOR YOU

CB/sc

P.S. Please check the box at the bottom if you wish a summarized copy of the results.

_____ Yes, I would like to see the results.

APPENDIX B

ADULT BASIC EDUCATION STATE PROGRAM ENROLLMENT FIGURES, 1965-69

ADULT BASIC EDUCATION STATE PROGRAM ENROLLMENTS, 1965-69

	FY '65	FY '66	FY '67	FY '68	FY '69*
Total:	37,991	377,660	392,299	456,330	531,436
Alabama	---	8,085	9,647	11,164	13,285
Alaska	---	110	379	629	657
Arizona	---	3,294	3,263	3,928	4,478
Arkansas	---	4,329	5,503	6,000	7,080
California	1,481	18,873	28,795	34,386	41,263
Colorado	125	2,144	2,599	2,868	3,212
Connecticut	---	7,858	8,008	8,326	9,658
Delaware	66	726	611	892	955
Florida	5,049	24,847	32,771	24,473	29,123
Georgia	300	17,173	12,997	21,964	26,357
Hawaii	500	10,006	3,899	5,125	5,689
Idaho	---	18	335	626	664
Illinois	---	17,134	17,597	24,070	28,884
Indiana	---	1,208	4,833	3,827	4,478
Iowa	256	2,503	2,834	3,260	3,684
Kansas	---	952	1,592	1,322	1,481
Kentucky	7,800	16,126	9,142	8,308	9,887
Louisiana	---	14,795	11,436	11,137	13,253
Maine	---	1,037	573	1,190	1,297
Maryland	43	4,944	3,973	4,232	4,951
Massachusetts	---	1,697	6,301	12,867	15,183
Michigan	1,424	13,000	13,898	13,040	15,518
Minnesota	---	1,222	1,440	1,911	2,198
Mississippi	---	180	9,813	9,470	11,175
Missouri	---	4,554	4,266	5,159	6,088
Montana	---	---	72	396	424
Nebraska	175	327	703	967	1,064
Nevada	200	1,160	776	1,348	1,388
New Hampshire	---	417	657	1,004	1,074
New Jersey	1,200	11,113	10,038	9,623	11,451
New Mexico	---	1,407	2,974	2,875	3,249
New York	134	19,421	14,815	25,666	31,056
North Carolina	17,000	20,956	27,106	43,634	52,361
North Dakota	---	90	162	321	347
Ohio	---	7,245	8,526	10,227	12,170
Oklahoma	---	6,707	4,961	6,072	7,044
Oregon	---	810	1,149	1,889	2,097
Pennsylvania	---	4,807	9,003	10,853	13,024
Rhode Island	39	1,074	1,161	1,315	1,460
South Carolina	----	21,342	17,406	13,232	15,746
South Dakota	---	31	106	672	719
Tennessee	75	15,374	16,200	15,183	18,068
Texas	---	49,398	31,675	44,772	53,726
Utah	141	1,257	1,140	1,625	1,723
Vermont	---	786	1,026	1,387	1,456
Virginia	---	1,506	6,674	12,885	15,333
Washington	1,983	3,827	3,316	3,772	4,300
West Virginia	---	9,896	16,374	13,422	15,570
Wisconsin	---	541	1,563	1,774	2,076
Wyoming	---	291	473	703	731

APPENDIX C

ELIGIBLES AND ENROLLMENT IN FEDERALLY SUPPORTED ADULT EDUCATION PROGRAMS, FISCAL YEAR, 1967

Tab. [illegible]

Eligibles and Enrollments in Federally Supported Adult Education Programs[a/]
Fiscal Year 1967

Administering Agency and Program	Estimated Number of Eligibles[b/]	Estimated Enrollments in Adult Education Programs[c/]
I. Department of Defense		
Project 100,000	100,000	40,000
Project Transition	150,000	NA
Off-Duty Educational Services Programs for Military Personnel[d/]	500,000	210,000[e/]
II. Department of Health, Education, and Welfare		
Adult Basic Education	18,220,000	380,838
Vocational and Technical Education	NA	NA
Work Experience and Training	1,326,000	33,400
Community Work and Training	300,000	NA
Cuban Refugee Program	44,000	5,500
Vocational Rehabilitation	4,000,000	NA
III. Department of Labor - HEW		
Manpower Development and Training Programs	10,065,000	46,400[f/]
Institutional; MDTA for RAR Residents		
On-The-Job Training, Coupled		
IV. Department of the Interior		
Bureau of Indian Affairs		
Adult Education Programs	367,000[g/]	25,000
Employment Assistance Programs	367,000[g/]	NA

Table 3 (continued)

Eligibles and Enrollments in Federally Supported Adult Education Programs[a/]
Fiscal Year 1967

Administering Agency and Program	Estimated Number of Eligibles[b/]	Estimated Enrollments in Adult Education Programs[c/]
V. Department of Justice		
Citizenship Education and Training	3,088,133	136,000
Educational and Vocational Training for Federal Prisoners	20,000	12,000
VI. Department of Labor		
Concentrated Employment Program	Same as MDTA	NA[h/]
Operation Mainstream	Same as MDTA	NA[h/]
New Careers	Same as MDTA	NA[h/]
Specific Impact	Same as MDTA	NA[h/]
Neighborhood Youth Corps	2,485,000	12,500
VII. Office of Economic Opportunity		
Community Action Program		
Adult Basic Education	11,000,000[i/]	50,000
Indian Training Program	367,000	19,400
Migrant and Seasonal Farm Workers Program	1,800,000	28,000
Job Corps	(2,485,000)	20,000

Tab 3 (continued)

Eligibles and Enrollments in Federally Supported Adult Education Programs[a/]
Fiscal Year 1967

Administering Agency and Program	Estimated Number of Eligibles[b/]	Estimated Enrollments in Adult Education Programs[c/]
VIII. Veterans Administration		
Veterans Readjustment and Training Program (G. I. Bill)	4,500,000[i/]	4,750

a/ Includes only those programs in which data on the education component is retrievable.

b/ "Eligibles" is used broadly to encompass universe of needs, i.e., the estimated number of persons who need the respective programs.

c/ Includes all courses below college level. Although every effort was made to exclude all vocational and prevocational courses, the data reporting in many cases made this impossible.

d/ Combined programs for Air Force, Army, Navy, Marine Corps.

e/ This is the total number of United States Armed Forces Institute enrollees, below college level.

f/ The number of trainees over 18 enrolled in "basic education" courses under Manpower Development and Training Act.

g/ All Indians living on or adjacent to a reservation.

h/ Almost all projects include basic education, data not available on a national level.

i/ A very large percent has completed high school and will use benefits for college.

APPENDIX D

DATA CONCERNING STATE SPECIAL EDUCATION PROGRAMS FOR HANDICAPPED CHILDREN, 1967-68

DATA CONCERNING STATE SPECIAL EDUCATION PROGRAMS FOR HANDICAPPED CHILDREN
1967-1968 SCHOOL YEAR*

Handicapping Condition	Total Number of Handicapped Children	Handicapped Children Receiving Services		Estimated Handicapped Children Not Receiving Services	
		Number	Percent	Number	Percent
Mentally Retarded	1,503,039	689,255	46	813,784	54
Hard of Hearing & Deaf	286,109	61,903	22	224,206	78
Speech Impaired	2,141,565	1,026,631	48	1,114,934	52
Visually Handicapped	75,730	24,575	32	51,155	68
Emotionally Disturbed	800,530	105,471	13	695,059	87
Crippled	305,340	68,685	22	236,655	78
Other Health Impaired (Learning Disabilities included)	759,867	138,198	18	621,669	82
Multiple Handicap	89,088	24,238	27	64,850	73
Totals, U.S.	5,961,268	2,138,956	36	3,822,312	64

*Based on Title VI-A of the Elementary and Secondary Education Act Annual Reports for fiscal year 1968 received from State education agencies in the 50 States and the District of Columbia.

APRIL 1969
OE/BEH/DES/ASB

APPENDIX E

COPIES OF NEWS FOR YOU--VOLUME I, MAY 11, 1959
VOLUME X, MAY 14, 1969

News For You

Volume I | MAY 11, 1959 | Number 11

Mrs. Blakely and Her Children

Mrs. Caroline Blakely finished college after she had five children. Here she is wearing her graduation "cap and gown." She is studying at Syracuse University School of Journalism now. She hopes to write for "new readers" in our country.

Mother's Day

By A Mother

Mother's Day is a special day. It is the day that we honor our mothers. It is the day that we wear a red flower to show that our mother is living, or a white one to show that she isn't.

Do you know how Mother's Day started? Miss Ann Jarvis of Philadelphia had the idea in 1907. She and her friends honored their mothers one Sunday in May. The idea spread. In 1912, President Wilson signed the Mother's Day Bill. it declared that the second Sunday in May is a special day to honor mothers.

Last Sunday was Mother's Day. I sat in church with a red flower on my front and I said "Thank you, God." And I remembered Mother.

I remember Mother early in the morning. I used to wake up to music. No, it wasn't the radio. It was my mother singing. "Sing them over again to me, Wonderful words of life, "she sang the words as she bent over the wash tub. And I knew it was time to get up.

And I remember Mother at breakfast time. I can almost see her now with a frying pan in one hand and a Bible in the other. Sometimes the biscuits would burn or the eggs would be cold. But we received "the Bread of Life" along with our breakfast.

And then came time for school. I remember Mother as she inspected us. Then she kissed us and said, "Now don't forget who you are." (How could we forget? She was always there to remind us.

Some words I remember especially. "You can do anything you want to," she used to say. "You can do anything if you try hard enough and believe." And she believed. She wasn't surprised when my sister won a scholarship to Vassar College. She just said, "Let's thank God." And we did.

And the last thing before we would go to sleep at night, we would hear Mother say, "May the Lord watch over you through the night." He always did, and so did she.

This is the way I remembered my mother as I sat in church on Mother's Day. I looked at the bulletin and read, "God could not be everywhere, and so He made mothers." (A Jewish Proverb).

And I thought, "Maybe that's how He can be everywhere."

Herter Is Ready For Geneva

Secretary of State Christian Herter returned from Paris last week. He went to Paris to meet with the Foreign Ministers of Great Britain, France and West Germany. They made plans for Western Berlin Policy.

Mr. Herter told President Eisenhower about the meeting. He said that the meeting was successful. He said that the Western foreign ministers agreed to protect the rights of people in West Berlin. He said that they agreed on a plan to unite Germany.

The plan is to establish a commission in Germany. The commission will include West Berlin and East Berlin. The commission will work to increase trade between East Germany and West Germany. It will work for political freedom in both parts of Germany.

Perhaps the commission will make it possible to hold an election for a central government in about three years.

The foreign ministers are going to present the plan to Russia at the Geneva Conference on May 11. Mr. Herter said that the west will not drop this plan just because Russia doesn't like it.

However, the western powers will not go to the conference saying, "take it or leave it." "We are willing to talk with Russia about a just and durable peace," said Mr. Herter.

Mrs. Luce Quits

Mrs. Clare Booth Luce resigned on April 30th. She was the new ambassador to Brazil. President Eisenhower appointed her to be ambassador, but Mrs. Luce decided not to go to Brazil.

President Eisenhower talked to her for one hour. He asked her to change her decision. She didn't agree. She said to the President, "I wanted to serve you and my country. But now I can't."

Senator Morse spoke against Mrs. Luce. He said, "She is not a wise lady. She isn't prepared to become ambassador."

Mrs. Luce said, "Senator Morse has insulted me. He is the chairman of the subcommittee that controls Latin American affairs. He is going to make my job difficult. That's why I have resigned."

Mrs. Luce's husband is the chief editor of Time Magazine. He asked her to resign. He said to her, "Your political enemies aren't going to let you do a good job. So you ought to resign.

SPORTS

PATTERSON STILL "CHAMP"

Floyd Patterson is still World Heavyweight Boxing Champion.

Patterson knocked out the Englishman Brian London in the eleventh round.

The next challenger is going to be a Swede. His name is Ingemar Johanson. He will fight Patterson this summer.

May Day Around the World

The New York Times said "May Day is the symbol of a divided world."

It is interesting to notice how different countries celebrated May Day.

In Moscow there were "hula hoops" and balloons. There were only a few soldiers. This was quite a change from last year.

But in East Berlin half a million people came to Marx-Engels Square. They came to see Russia's powerful Berlin army.

In West Berlin a crowd of half a million went to the Square of the Republic. No one asked the crowd to come to the Square. But they came. They wanted to tell the world, "Berlin will remain free."

Yugoslavia was gay. There were folk dances, concerts and sports events.

In Rome, millions went to a May Day mass for peace. The mass was said by Pope John in St. Peter's Church.

Peiping had a big celebration. The Panchen Lama, from Tibet, was in Peiping. He is China's puppet ruler of Tibet.

News for You

EDITION A | Published Weekly by Laubach Literacy, Inc. | MAY 14, 1969

SPEAKING—Police help Mrs. Coretta King reach a church in Charleston, South Carolina. Mrs. King spoke at the church in support of striking hospital workers.

MARCHING—Rev. Ralph Abernathy and his wife, Juanita, marched in Charleston with the workers. He was arrested for his part in the march. Strikers want union rights.

Strike goes on in Charleston

A civil rights battle goes on in Charleston,South Carolina. About 400 Negro hospital workers are on strike. They want higher pay. They want the state to recognize their union.

Charleston is upset. Some 800 National Guardsmen are in the streets. They have loaded rifles and tear gas. The city jail is full. A curfew keeps people home at night.

The strike began March 20. The hospital workers formed a union. It was to protest wages of $1.30 to $1.80 an hour. The union president and 11 other union members were fired.

The state owns and operates the hospitals. Governor Robert McNair said the state can't bargain with a union. A court order was made against picketing. It said only 10 persons can be in a picket line. More than 500 persons were arrested for disobeying this court order.

One of the persons arrested was the Reverend Ralph Abernathy. He heads the Southern Christian Leadership Conference. This civil rights organization was started by Dr. Martin Luther King Jr. Abernathy said the strike was a civil rights issue.

Mrs. Coretta King also came to Charleston. She said she will return with people from all walks of life.

The strike didn't hurt the hospitals much. They hired persons who weren't union members. Other state workers are watching. If the hospital workers win a union contract, others may strike.

Nixon wants anti-smut laws

Americans are receiving more "dirty" mail than ever before in history. It is called smut mail.

President Nixon asked Congress to pass three laws to protect people against smut mail.

If they are passed, no one can send smut mail to anyone under 18. No one can advertise to get people to buy "dirty" books or other materials. And people can put their names on a list at the Post Office. If their names are on the list, no one can send them smut mail.

Coast to coast for 100 years

May 10 was the 100th anniversary of the coast-to-coast railroad. This picture is 100 years old. It shows the Central Pacific railroad (left) meeting the Union Pacific (right) at Promontory, Utah. The two engineers are shaking hands in the center of the picture. In the background, workers are placing the last rail in the tracks that joined the east and west.

News Briefs

● Northern Ireland has a new prime minister. He is Major James Chichester-Clark. He replaced Terence O'Neill.

● French voters will elect a new president. The election will be June 1. Voters will elect a president to replace Charles deGaulle.

● New Mexico decided to end its Medicaid program. State officials said the program costs too much. Medicaid is a state-run program of health care.

● Cairo, Illinois, had racial troubles recently. Police said there were many bombings. Snipers shot at firemen fighting fires. Reverend Gerald Montroy, a Catholic priest, said white racists started it. He said Negroes need jobs, housing, and recreation.

● Don't save your pennies. The Government needs them. The U.S. Treasury says there aren't enough pennies. The mint (where they make coins) in Denver, Colorado, is working night and day to make more pennies.

The winner

Majestic Prince races to the finish line to win. He won the Kentucky Derby May 3. Jockey Bill Hartack scored his fifth Derby win. One of the people watching Majestic Prince was President Nixon. He didn't bet on a horse. But he said he liked any horse from his home, California.

U.S. looks at hints of peace

U.S. leaders hoped Vietnam peace might be closer. They thought North Vietnam hinted it was ready for peace.

First, North Vietnam asked a Red Cross official to visit the country. The U.S. hopes North Vietnam will talk about American prisoners. There are 400 prisoners in North Vietnam. No one knows if they are treated well. The prisoners do not send much mail home.

Second, Le Duc Tho is back in Paris. He is the political leader of the North's peace talkers. He has been in North Vietnam several weeks. While he was there, the North began new attacks in South Vietnam. The U.S. hopes the attacks will stop now that Tho is in Paris.

Third, a North Vietnamese leader made an important speech. He said the U.S. must "continue" to slow down the war. U.S. leaders say the word "continue" is a good sign. It means the North thinks the U.S. has already slowed down the war. It is the first time the North said the U.S. really wants peace.

News For You gets bigger

News For You is bigger this week.

You will find more news. You will find more sports news. You will find a special four-page section in the middle. This special section is all about jobs. If you are working now, or are looking for a job, or want to change jobs – we think you'll like this special section.

This is our first eight-page issue. Next week, we will go back to our good old four pages.

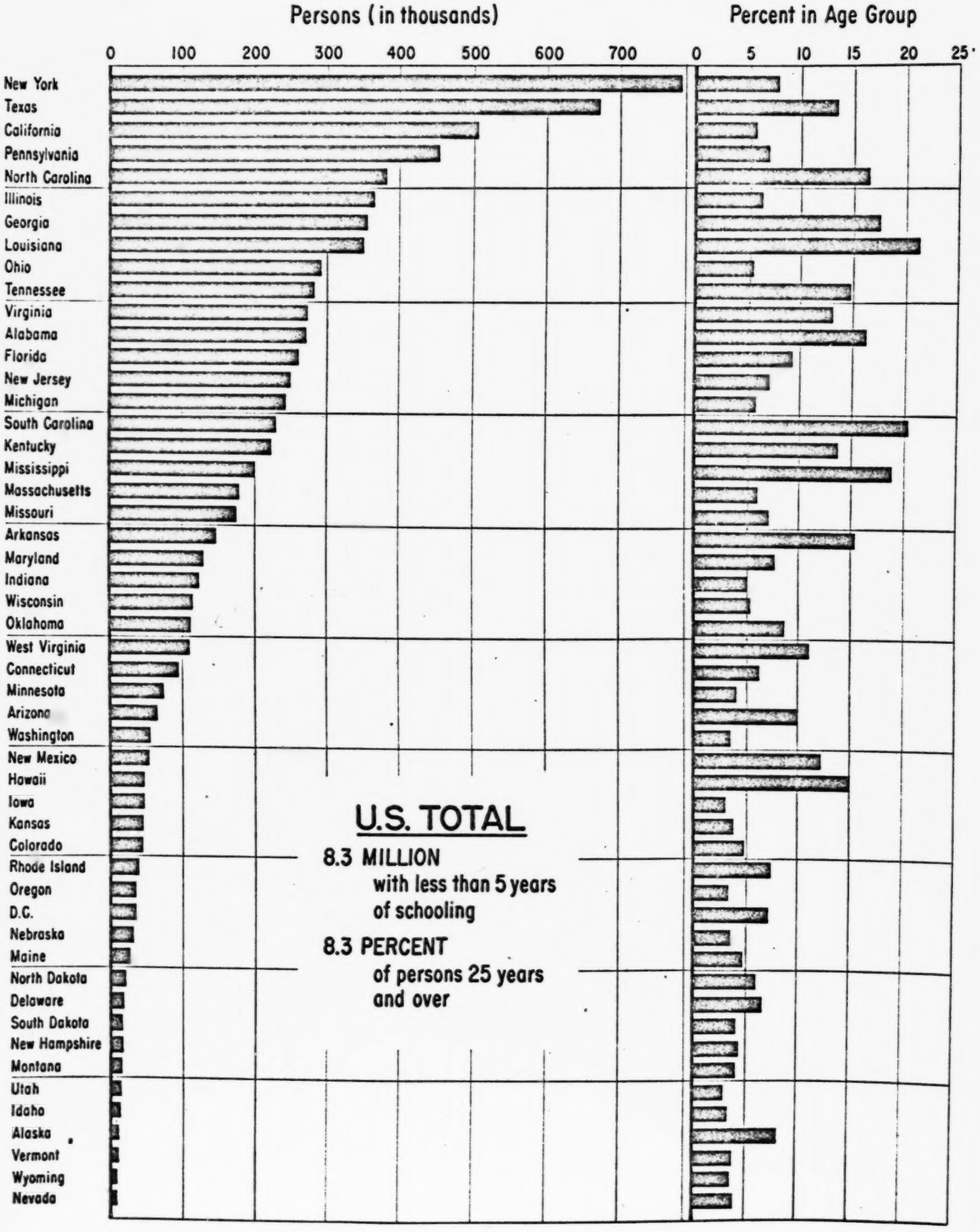
Up again

Postmaster General Winton Blount said stamps will cost more. First class mail will go up to seven cents. Second and third class mail will cost more, too.

APPENDIX F

PERSONS AGE 25 AND OVER WITH LESS THAN FIVE YEARS OF SCHOOLING

Persons 25 and Over with Less Than 5 Years of Schooling



Source: U. S. Department of Health, Education, and Welfare based on 1960 census data supplied by the U. S. Department of Commerce, Bureau of the Census.

APPENDIX G

NARRATIVE SUMMARY OF NATIONAL DATA ON STUDENTS IN ADULT BASIC EDUCATION

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Mar 68

NARRATIVE SUMMARY OF NATIONAL DATA ON STUDENTS IN ADULT BASIC EDUCATION

The following information represents the highlights of a national survey of students in the Adult Basic Education Program, administered under authority of the Adult Education Act of 1966. This survey was a joint effort of the U.S. Office of Education and the State and local public school systems. The overall project, including the planning, implementation and final processing of data, represents three years of work.

The actual interviewing of students and completion of questionnaires took place between February and July, 1967. Only new enrollees were included in the survey and approximately 94,000 completed questionnaires were received and processed. This represents almost one-fourth of the total enrollment of 406,000 during the 1966-67 school year. Every State, the District of Columbia, Puerto Rico, and the Virgin Islands were included in this survey.

It should be noted that since a few questionnaires failed to report information in some categories, percentages included in this summary do not total 100%.

1. Race or National Origin

White	56.6%	Mexican American	5.5%
Negro	35.3%	American Indian	.8%
Oriental	2.3%	Puerto Rican	11.1%

2. Sex

Males	42.5%	Females	56.1%
White Males	49.2%	White Females	49.6%
Negro Males	33.2%	Negro Females	65.7%

3. Marital and Family Status

Married	58.1%	Divorced, Widowed or Separated	15.7%
Single	24.1%	Heads of Families or main Wage Earners	48.4%

4. Income and Employment

a. Individual Student Income

Under $3,000 per year	53.9%
Between $3,000 and $4,000 per year	8.8%
Between $4,000 and $6,000 per year	9.0%
Over $6,000 per year	5.4%
No information	22.9%

b. Family Income

Under $3,000 per year	37.6%
Between $3,000 and $4,000 per year	13.4%
Between $4,000 and $6,000 per year	16.5%
Over $6,000 per year	15.5%
No information	17 %

c. Employed 54.4%

Full-Time	42.6%
Part-Time	11.8%
Unemployed	39.9%
Seeking Employment	14 %
Not Seeking Employment	25.9%

d. In Program to get job or a better job ..... 29 %

In program for general self-improvement ..... 63 %

5. Welfare recipients 19.5%
   Title V Welfare Work-Experience Program 7.4%

6. Home and Class location

a. Urban Area	63.4%
Rural Area	28.4%
b. Public School Location	84 %
Non-school Location	15 %

7. Age

a. 18 to 24 years of age	17.5%
25 to 44 years of age	46.5%
45 to 54 years of age	15.5%
55 and over	10.9%
45 and younger	64 %
b. Whites, between 18 and 24	68.1%
Negroes, between 18 and 24	24.7%

c. Welfare Recipients, Between 18 and 24 ..... 16.1%
Welfare Recipients, Between 25 and 34 ..... 20.1%
Welfare Recipients, Between 35 and 44 ..... 20.4%
Welfare Recipients, Between 45 and 54 ..... 20.4%
Welfare Recipients, 55 and over 19.9%

8. Grade Levels

a. Before entering program

Grade 0 ... 3.8%
Grade 1-3...13.1%
Grade 4-6...26.8%
Grade 7-8 ...27.6%
Grade 9-11...18.7%
Grade 12 ... 6.3%

b. Current Grade levels

Grade 1-3...21.6%
Grade 4-6...27.3%
Grade 7-8...32.2%

The above represents only a very small part of the total package of data and information on the student population in Adult Basic Education. You will find much more detailed data on the attached print-out including two and one-half (2 1/2) pages of data on Race, one-half (1/2) page on grade levels, and one (1) page on Age.

We hope to conduct similar surveys of program participants in the future.

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BIOGRAPHICAL DATA

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Date and Place of Birth: September 7, 1939; Whitewater, Kansas

Elementary School: Whitewater Grade School, Whitewater, Kansas
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High School: Whitewater High School, Whitewater, Kansas
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